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ABSTRACT

Community-Based Independent Living Skills Training for Severely Handicapped Youth is a project of the Minneapolis (Minnesota) Public Schools designed to enhance community training opportunities for individuals aged 16-21. Key issues in program development included: treatment of students as unique individuals, assessments and curricula organized around functional life skills, full use of the community as a training environment, integrated learning experiences with nonhandicapped individuals, small group and individual instruction, leadership from community agencies, family involvement in educational decision-making, and consideration of the students' postschool employment and community-living plans. The program development process focused on establishing a workable program philosophy, assessing the student, designing and developing community-based instructional programs, assessing the community, and training in the community. Appendices contain: a description of the subscales for scales of independent behavior, examples of informal assessment procedures, a functional curriculum checklist, a student 5-year plan, a sample training agreement between the student and the training agency, and descriptions of approximately 30 selected training sites in Minneapolis. (Author/JDD)

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COMMUNITY-BASED INDEPENDENT LIVING SKILLS PROGRAM FOR SEVERELY HANDICAPPED YOUTH

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55408

December, 1986

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CHAPTER 1

INTRODUCTION

INFLUENCES ON COMMUNITY-BASED TRAINING PROGRAMS FOR SEVERELY HANDICAPPED YOUTH

For the past decade, programs for the severely handicapped have focused on deinstitutionalization, normalization, and integration into the mainstream of society (Vogelsberg, Williams and Friedel, 1980). These recent trends in the development of community vocational and residential services, and judicial decisions ordering the creation of such community services (Haldemann v. Pennhurst, 1977) clearly indicate that individuals with severe handicaps will live and work in communities across the United States. This emphasis on increased community participation for the severely handicapped has also been supported through several major legislative enactments. Public Law 94.142, the Vocational Rehabilitation Act of 1973, with its 1978 amendments and the Carl Perkins Vocational and Technical Education Act (1984) have mandated the rights of 36 million disabled people in this country to receive the rehabilitation, special education vocational training services and economic supports needed to achieve the goal of personal independence and gainful employment.

Committing to provide community-based training programs for severely handicapped youth presents educators with unique and sometimes difficult challenges. Many of these students have extensive needs for specialized educational experiences and specially designed learning environments. Moving from traditional classroom settings to open, and often less controlled, community environments represents a significant transition for administrators of school programs, special educators, students and families of severely handicapped youth. While many barriers must be overcome to design quality community instructional programs, the benefits of community-based training for students must, however, outweigh the difficulties. Training in the community has the primary advantage of subjecting students to the real demands, expectations and experiences of those natural settings the student participates in now and in the future. The severely handicapped student's home, neighborhood shopping centers, theatres, parks and the community as a whole become the natural training grounds. There have been many recent and positive influences on professional attitudes and practice which have carried forward the benefits of using natural community environments for student training.

Advances in Research, Demonstration and Technology:

The past decade has been marked by numerous advances in training technologies and service strategies designed to enable severely handicapped individuals to successfully integrate into community residential, recreational and employment settings. Research efforts, focusing predominantly on the mentally retarded, have shown that these disabled individuals can acquire the skills necessary to obtain and maintain competitive employment (Wehman and Hill, 1979; Rusch and Mithaug, 1980), use public transportation and function independently within the community (Certo, Schwartz and Brown, 1975), and produce complex assembly tasks (Bellamy, Horner and Inman, 1979). Other research has demonstrated that there is an emerging technology for job training and placement (Wehman and Hill, 1979; Rusch and Mithaug, 1980). Effective methods of individualizing and adapting vocational curricula have been developed (Alper, 1981; Wehman and McLaughlin, 1980). Advances are also being made in the way in which rehabilitation engineering is applied to vocational training, job placement, and independent living for the severely handicapped (Malik, 1979). Street crossing, another critical community skill, has also been successfully taught to persons with severe handicaps (Marchetti, McCartney, Drain, Hooper, & Dix, 1983;

Matson, 1980; Page, Iwata, & Neff, 1976; Vogelsberg & Rusch, 1979). Finally, several studies have demonstrated the success of teaching purchasing skills in stores (Nietupski, Welch, & Wacker, 1983; Smeets & Kleinloog, 1980; Wheeler, Ford, Nietupski, Loomis, & Brown, 1980). This research raises professional expectations for severely handicapped students in community environments.

Importance of Using Natural Community Settings for Training:

Underscoring the documented success of these research and demonstration efforts has been the effective use of natural community environments for student training and instruction. Professional acceptance and use of community based training procedures is predicated on the notion that the community environment frequented by the student and by his or her family now and in the future should be the environments used to directly teach (Falvey, 1986). It is well understood that when instruction takes place in community settings where the skills naturally occur, the difficulties in generalizing skills from simulated classroom experiences to natural environments are minimized. The use of community environments, especially for secondary age severely handicapped youth, is essential to successful post high school functioning.

Growing Awareness of the Post School Needs of Handicapped Youth:

Recently, federal attention has been focused on the transition of students from school to work and adult services. This interest stems from a recognition that current educational practice has not been effective in assisting handicapped students and their parents/guardians in successfully accessing needed adult services and employment.

Access to the world of employment is clearly a critical problem for all handicapped individuals. Will (1984) notes that "youth with disabilities face an uncertain future when they leave the nation's public schools." Qualification for employment is an implied promise of American education, but between 50 and 80 percent of working age adults who report a disability are jobless (U.S. Commission on Civil Rights, 1983, U.S. Bureau of the Census, 1982.) Without employment, many individuals turn to community services only to find long waiting lists. Those adults with disabilities who do gain entry into publicly supported day and vocational services often experience low wages, slow movement toward employment, and segregation from their non-disabled peers (U.S. Department of Labor, 1979). Will, further points out that "the cost of disability joblessness and dependence is high and rising (approximately 8 percent of the GNP)...with most of this amount going to programs that support dependence (White House Working Group on Disability Policy, 1983)" This dependence is primarily due to the lack of "systematic attention... to the transition of youth with disabilities from school to work and adult life" (Will, 1984).

Hasazi, Gordon and Roe (1985) reviewed follow-up data on 462 handicapped students in Vermont. Of those students who were employed, 84 percent had found their jobs through their own efforts or with the help of family and/or friends, rather than with school or other agency assistance. Edgar (1985), in response to the above study, states that many special education students are not profiting from the present content of the secondary curriculum. Mithaug, Horiuchi and Fanning's (1985) Colorado study contrasted in some respects with the other findings, but they also found that the earnings of special education graduates were minimal and that most lived at home with their parents, "suggesting a pattern of financial instability and family dependence." Additionally, respondents indicated a need for more training in specific areas such as social participation and job search and selection.

Halpern (1985) underscores the fact that ongoing transitional services with the goal of employment are generally not part of the present service system, but are rather primarily demonstration projects. More typically, disabled students receive no services following high school graduation or specialized, short-term services such as those offered by vocational rehabilitation. Halpern suggested that the "quality of a person's residential environment and the adequacy of his or her social and interpersonal network", in addition to employment, are necessary for successful community adjustment, and that if any of these three are inadequate the "person's ability to live in the community is threatened."

The Importance of Family Support and Participation:

Recent research on parents and their participation in special education decision-making supports the need for their increased participation. For example, research indicates that the major predictor of success in job retention of persons with severe handicaps is parent support (Hill, Wehman, Hill & Goodall, 1985). Other research studies have shown that handicapped children achieve more when their parents are involved in the process of education (Bronfenbrenner, 1976; Solomon, Wilson & Galey, 1982). Families are also the single entity that must maintain constant supervision of their adult child's needs for continued and ongoing services. These parents must be informed of their child's rights to adult services and the availability of these services within local communities. These issues and others should be explored in a systematic manner.

While increased emphasis must be placed on involving parents and families, it should be recognized that current research shows that parents do not participate as much as should be desired in educational planning and decision making. One reason for a lack of parent involvement in education may be that expectations and options for participation are fairly rigid (Brotherson, Backus, Summers, &

Turnbull, 1986). Other research has shown that his lack of participation could be due to the fact that parents are not perceived as, nor are they in actuality, equal and active contributors to decisions made regarding the educational needs of their child (Gilliam, 1979; Gilliam & Coleman, 1981; Goldstein & Turnbull, 1982). The typical infrequent parental contacts made during IEP conferences contributes little to a child's total educational program. The transition from school to adult life often requires adjustments for the family of severely handicapped persons that may be as difficult as those required of the individual (Wilcox & Bellamy, 1982). Hence, participation of and support for family members would appear to be a critical aspect of the entire process of preparing students for community living.

OVERVIEW OF THE MINNEAPOLIS COMMUNITY-BASED INDEPENDENT LIVING SKILLS PROJECT

Recent research and demonstration that has influenced professional practice and attitudes serve as the guiding factors in program development for severely handicapped youth. At issue, is the fundamental need to integrate these influences into actual practice within public school programs. The Minneapolis Public Schools, not unlike many other schools across the nation, have developed school settings where severely handicapped students receive the majority of their instruction in special, often segregated environments. Several years ago, however, Minneapolis recognized the need and value of educating students with severe disabilities in natural community environments as well as in regular junior and senior high schools.

In 1983, the Minneapolis Public Schools received federal funds from the U.S. Department of Education, Office of Special Education Programs to develop a community-based training program for severely handicapped students. This project titled: "Community-Based Independent Living Skills Training for Severely Handicapped Youth" represents a three year planning and implementation effort.

This guide provides a description of the key program and service components designed to enhance community training opportunities for severely handicapped youth ages 16-21 years. The reader should note that this project continues to evolve and develop and should be regarded as experimental. The information in this guide does however provide useful information to program planners on strategies essential to developing a community-based program for severely handicapped youth.

This project emphasizes the need for comprehensive and systematic planning which is essential to the development of nonschool approaches to instruct severely handicapped youth. The essential components of the model are:

1. Supervisory and administrative issues in project implementation.
2. Developing a workable program philosophy.
3. Student assessment and evaluation procedures.
4. Instructional decision making process.
5. Determining community-based instructional opportunities.
6. Training students in community settings.
7. Program evaluation considerations.

Key Issues in Program Development:

While this guide presents a relatively generic approach to program planning and implementation, it is important to identify those critical components of this project that seem to be most essential to the increased implementation of community-based instructional programs for severely handicapped youth. Some of the key issues and programmatic assumptions incorporated into this project include:

1. The treatment of students as unique individuals who require individually prescribed programs.
2. Assessment and curricula organized around functional life skills.

3. Full use of the community as a training environment for severely handicapped students.
4. Integrated learning experiences with nonhandicapped individuals.
5. Opportunities for individual as well as small group instruction.
6. Systematic instructional procedures that include defined objectives, methods, and assessment procedures that are data based and ongoing.
7. That a student's program plan and instructional program reflect intended postschool employment, community-living and leisure choices and opportunities.
8. Leadership is needed from community agencies, both public and private, in planning for community-based training for severely handicapped students.
9. Involvement of families in all levels of educational decision making and planning.

Project Implementation:

The remaining chapters of this guide will describe each of the components of the "Community-based Independent Living Skills Training Program for Severely Handicapped Youth". Information contained in this guide is designed to be used by school administrators and supervisors, teachers and other support professionals in designing community-based programs. No specific guidelines or planning considerations are described which may account for variations among local education agencies in implementing community-based programs. Variances across local school districts might include staff to student ratios, geographic distances, experience and training of staff, availability of community settings for student training, and other organizational and administrative conditions. The reader is, again, requested to view this project as experimental, as formal validation across program sites has not been undertaken. The information presented, however, will hopefully serve the purpose of providing some information which is useful in planning and developing programs in other locales.

CHAPTER 2

ADMINISTRATIVE AND MANAGEMENT CONSIDERATIONS IN PROGRAM DEVELOPMENT

The transition from traditional classroom to community-based approaches in the training of severely handicapped students represents a significant change in the focus of instruction. Issues related to the transfer of instructional technology from classroom settings to non-school, community environments has only been recently addressed in the literature (Ford & Mirenda, 1984; Hill, Wehman & Horst, 1982; Liberty, Harring & Martin, 1981). These relatively recent developments have brought to our attention the need to critically address many areas in program design and implementation. Administrators and supervisors of school programs for severely handicapped youth must recognize that this type of programming means a change in program: 1) philosophy and orientation, 2) administrative policies and procedures to support community-based training, 3) changes in staff ratios and staffing patterns, 4) program reorganization, and 5) changes in methods of planning and interacting with families and other community agencies. One immediate concern in program planning is administrative attention to program mission, staffing patterns needed for effective community programming, methods of gaining parent and family support for non-school instruction, liability and legal issues related to community-based instruction, transportation, student scheduling, and additional funding and cost factors associated with community programming. Each of these issues must be clarified and supported administratively to assure the systematic implementation of a community training program.

The Program Mission Statement

Reevaluating a program's mission is based on the fundamental premise that the shift from traditional classroom to community-based training raises many questions regarding the program's ideological and philosophical orientations. This movement toward community instruction impacts the attitudes and beliefs of staff, parents and members of the community regarding what, when and where instruction should occur for severely handicapped youth.

The first step in the development of community-based instructional programs is to review the school's mission statement to assure that it is consistent with community instruction goals. Revising the mission statement must be viewed as a collaborative process that permits relevant actors both within the school system and the community to have input. Ideally, administrators, teachers, support personnel, parents and other key community agency personnel should all be requested to revise the mission statement.

The mission statement serves as the foundation of future program planning and development. In other words, the mission statement must reflect the school's goals, objectives and over all direction in serving severely handicapped youth. A useful tool for developing the mission statement is the process of brainstorming in small groups. Brainstorming is a team building tool designed to generate initial potential purposes of the mission. In the development of a mission statement to guide this programs, an internal management team of key program staff and related support personnel were involved. Once drafted, the mission statement was distributed and reviewed by the Parent Teacher Organization (PTO), the project advisory committee, school district administration, and other program staff. The reader should note that complete consensus on a program's mission is not likely to occur. Diverse or objectionable interpretations of the mission statement should be considered and discussed with those representing minority opinions.

There are three essential components of mission statement. The mission statement should: 1) present a philosophical position, 2) describe a basic process and procedure for serving students, and 3) identify the types of settings within which students will receive special education services. There must also be questions raised about the new emphasis of the mission statement: (1) How can it be operationalized? (2) What resources are available for achieving the goal? (3) How will we know when we have accomplished the mission? and (4) What further information and resources are necessary to effectively accomplish the mission? The mission statement developed and used to guide the planning and development of this program is presented below:

> "The mission of Emerson School is to assure that students who are moderately and severely mentally retarded and multiply handicapped achieve maximum independence possible for transition into adult living by providing appropriate individualized special education program within the least restrictive environments, consonant with the Minneapolis Public Schools and Department of Special Education mission statements and goals".

The importance of developing a mission that accurately represents current program intentions cannot be overly stated. Future program planning and development must be based upon this clearly articulated mission. Once the mission statement has been developed, staff can begin to develop specific goals and objectives to operationalize the key aspects of the statement. The goals and objectives stated in operational terms become the guiding principles for managing and administrating the community training program for severely handicapped youth.

Staffing Community Training Programs

Implementing community training will require school administrators to make staffing adjustments. Student to staff ratios and program schedules will vary from those experienced in conventional classroom programs. Community training programs must develop an individualized schedule reflecting the needs of the students, the community environments that will be used for instruction, the available staff, the additional resources required, and the strategies for acquiring such additional resources (Falvey, 1986). Student to staff teaching ratios is one of the most affected areas in using community environments for training. It is essential that sufficient staff resources be committed to the community training settings to operate efficiently and effectively. Training in the community may mean lower staff to student ratios than what was previously found in in-school classroom instruction. Staff flexibility and willingness to alter previous staffing patterns must be encouraged. Poor communication from program administrators regarding proposed staff reassignments can create resistance to change, anxiety, and feelings of uncertainty and pressure among staff. Staff should be presented the opportunity to have input on proposed scheduling and staff assignments.

The experiences of staff involved in the development of this community-based training program illustrate that a ratio of 1 adult to 2-5 students was necessary to effectively manage students in community training environments. Many strategies must be developed to effectively use teachers, paraprofessionals and other support personnel to accommodate student needs for training in the community. It is essential in planning community training experiences not to cluster large numbers of students with severe handicaps at any one training site. This would result in creating an artificial environment. Attempting to train more than 4-5 students in a community training site may substantially change the training stimulus controls and overwhelm business and community members who have permitted their businesses to be used for training. Several strategies were developed and used in providing as individualized community training experiences for severely handicapped youth in this program. Presented are various strategies used in scheduling students and determining student to staff ratios:

1. A case management team approach to planning was developed. Small units of 20-25 students were established and a lead teacher was appointed within each unit structure as the case manager. Students were placed in

case management units based upon similar age groupings. In other words, students closest to graduation were assigned to one case management unit while the youngest students were assigned to another. The case manager was assigned the responsibility of coordinating the overall planning of each student's community instructional experiences. The other special education teachers and support staff within the case management unit were assigned the responsibility of instructing students in the community sites. The case manager was also responsible for supporting instructional staff and students at each of the community sites, communicating with parents and other school staff. The case manager conducted weekly planning and student program review meetings within these unit structures. Communication among and between each of the units was also facilitated by the case manager. This smaller unit system aided overall student planning by avoiding larger staff meetings where individualized student plans are seldom discussed effectively.

2. Specialized support personnel also participated directly in the community training programs. These support personnel were used to implement student training goals and objectives. For example, an augmentative communication specialist might work with an individual student or small group of students in a community setting to enhance communication skills. Instead of working with the student in the classroom or clinical therapy room, communication skills training and augmentative devices were designed and used directly in the settings where students would use these communication skills. This aided in the generalization of communication skills from artificial to natural environments.

3. Community host site resource persons assisted in the training of students. For example, in a local beauty college, nonhandicapped students who were learning cosmetology and hair design techniques assisted educational staff in training students. The students of the beauty college provided a one-on-one experience and instructed the severely handicapped students on personal grooming and hygiene. Both participants benefitted. The students of the beauty college enhanced their skill development in the areas of hair styling, skin care, manicuring and other skills related to their training. The severely handicapped students learned new grooming skills and also had the opportunity to further develop communication skills with nonhandicapped individuals.

4. Parents and other family members can also provide valuable learning experiences for their child in the home and community. Involving parents in providing instructional experiences for their child must be guided by school staff. For example, a teacher can develop an instructional plan for a parent that can be easily implemented within the home and community. In the areas of personal care, home living and participating in community activities, i.e., going shopping, taking a city bus, going to the theater, etc., parents can play an important role in the overall instructional process. Parents can provide valuable feedback on progress made, and difficulties their child experienced during parts of the training. Through this, parents become better informed planners and decision makers during IEP conferences.

Parent and Family Support for Community Instruction

Comprehensive planning for parent support and involvement for the community training program is essential. Parent concerns, such as safety, potential ridicule of their child in nonschool settings, liability, the adequacy of staff supervision, and other issues must be addressed at the onset of initiating community training experiences for severely handicapped youth. Parents should be informed of program changes through the school's Parent Teacher Organization, mailed communications, and be given opportunities to provide feedback on proposed program changes to administrative and instructional staff. Accurate information on the program's goals and objectives, rationale, and descriptions of the types of experiences students will encounter when trained in the community must be communicated to parents. Teachers should discuss with parents future environments they envision their child working and living, and IEP goals and objectives must reflect training sequences for those environments.

Staff should be ready to respond to concerns or negative reactions expressed by parents regarding proposed changes in curriculum emphasis. Parents may, for example, perceive that their child's needs for academic training are being abandoned to pursue a seemingly less formal and comprehensive curriculum emphasis. Educational staff should be able to communicate and demonstrate that academics can be instructed in community settings to overcome a parent's concerns.

Liability and Legal Issues

Administratively, specific policies and procedures developed within the school district must be reviewed prior to involving students in community environments. This may require school administrators to seek various levels of action which may range from developing new district wide policies to establishing specific agreements with parents. Specific issues regarding student supervision, transportation and safety at the community training site must be addressed. Due to the fact that these policies and procedures regarding liability and other legal issues differ from school district to school district, it is advised that such policies be reviewed by the district's legal department.

Transportation

Severely handicapped students should be provided opportunities for independent and unassisted travel to and from community-based training sites. Transportation is, however, often viewed as one of the most significant roadblocks to the community-based training of severely handicapped students. School district vehicles were relied upon for transporting many of the students involved in this community-based training program. Some students, however, were able with staff assistance to walk to and from training sites, use public buslines and occasionally use taxi services.

Funding and Cost Factors

Fiscal support for community training is essential for a program to sustain itself over time. Gaining a financial commitment from the local school district to offer community-based instruction is a major objective in establishing this type of programming for severely handicapped students. Information regarding the cost of community training programs suggests that it does not cost more money to operate these programs than classroom-based only programs; rather, creative methods and procedures are required for allocating the money necessary to operate these programs (Hamre-Nietupski, Nietupski, Bates, & Maurer, 1982). The most substantial cost factor in this model was related to the transportation of students to and from community training settings. While efforts continue to offset transportation costs by using public transit, private cars or other means, transportation does represent a significant expenditure for community-based instructional programs. Educational staff should investigate reduced fare bus passes on public transportation, recruit contributions from community service organizations (e.g., Kiwanis Club, Lions Club), and potentially organize independent fund raising activities to support needed transportation resources for students.

Other cost factors must also be taken into account. As students participate in local YMCA/YWCAs, attend sporting events, register for community adult education programs, make purchases at grocery stores, and eat in restaurants, additional funds will be required to support these training activities. A variety of methods for financially supporting such activities was recently identified by Falsey, Smithey, & Zivolich (1984). These activities include: (1) use of the classroom instructional supplies budget; (2) use of district career education monies; (3) use of funds allotted per class by the student government of the school; (4) request for funds from the school Parent Teacher Organization; (5) establishing open purchase order accounts between the school and local merchants; (6) writing for support grants from local state or federal agencies; (7) running a school restaurant that serves the dual purpose of domestic/vocational training and generating funds; (8) structuring shopping around students making regular purchases for their families, who supply the list and necessary funds; and (9) opening a bank account at the outset of the school year to which parents and other interested persons contribute money that covers expenses such as meals when students are eating in restaurants.

CHAPTER 3

GUIDING PRINCIPLES OF PROGRAM PLANNING AND IMPLEMENTATION

Over the course of history, the philosophy of education in the United States has variously addressed education as a tool of society and as an instrument of the individual (Wilcox & Bellamy, 1982). Individuals in our society are expected to complete their public school program and assume independent and productive lives. This general philosophy in education has held recent implications for special education students. Recent research and demonstration emphasizes that special education should prepare students to be able to function independently in a variety of employment and community living situations. A fundamental and practical philosophy has evolved which stresses the importance of assisting students in developing the knowledge and skills which enable them to succeed in a range of postschool environments. For severely handicapped students, the overall grounding of this philosophy is to avoid institutionalization, and create opportunities for their full participation in communities.

The foundation upon which a school program operates is the philosophy it adopts for program planning and development. The statement of program philosophy is the framework and foundation from which all program components are developed, implemented and evaluated. While the mission statement reflects the program's direction in general, the "statement of philosophy" is intended to expand and operationalize the mission to enable program planners to move forward on program design and implementation activities. Without a clearly stated philosophy, the program will suffer from disjointed planning, and erratic program development. The statement of philosophy is intended to provide a specific direction for the determination of assessment procedures, individualized student planning, curriculum content, instructional strategies, administrative procedures and the selection of school and community environments for training. The development of the program's philosophy serves the purpose of adding consistency in program planning and provides general guiding principles for program operation.

Procedures for developing ideas about program philosophy are similar to those that were used in developing the program's mission statement. Brainstorming in small groups can be a useful way to generate potential philosophy statements for program design and development. Like the mission statement, the program philosophy should be directed to the development of statements concerning student outcomes, program content and strategies, and the settings within which student training should occur. Other school staff, parents and community agency personnel should also have the opportunity to review the statement of program philosophy. This input can provide useful information for clarifying concerns that may be raised regarding specific philosophy statements.

The philosophy statements presented below represent this program's orientation to programs for severely handicapped youth. Each of the philosophy statements was developed in conjunction with school staff, parents as well as outside community agency personnel. The statements were intended to be compatible with current best practice, research and technology in the fields of special education, rehabilitation, psychology, speech and language therapy, physical therapy, physical medicine and adolescent health. This program philosophy should also be viewed as dynamic with ongoing requirements for revisement to keep pace with changes in the fields mentioned previously. The 12-point philosophy is presented below:

THE STUDENT:

1. EACH STUDENT IS A UNIQUE INDIVIDUAL. Individually prescribed programs address each student's needs, recognizing the strengths and weaknesses of each. In order to meet these needs, a wide range of programs and services must be offered and an individual Educational Plan for each student must outline the details.

2. OUR ROLE IS TO ASSURE EACH STUDENT THEIR FULL HUMAN AND LEGAL RIGHTS. Human rights concern the expressed rights of students to personally feel and experience their own dignity and self worth as well as being accepted by others and accepting of self. To be able to fully accept and manage the challenges of adulthood students must experience and learn from their successes and failures. This means presenting new challenges for students to reach their maximum potential by taking risks with our assurances for maintaining their well being and safety. Students also have legal rights and entitlements to appropriate programs and services and that these rights can never be abridged without full due process of law. Our responsibility is to be knowledgeable and informed of these rights and to advocate for our students to receive equal treatment in present and future environments.

3. EVERY STUDENT IS CAPABLE OF LEARNING. Every student has a right to an educational program which leads toward the maximization of his or her potential. While there is no way to determine the extent to which a student might progress, high expectations must be set and students must be intellectually challenged. The environment must be structured in such a manner as to promote the growth and development of each student. Failure to learn implies a need to modify the student's program.

4. STUDENTS WITH HANDICAPS HAVE BOTH DIFFERENCES AND SIMILARITIES. In some of their learning and personal characteristics they are like their peers, both handicapped and non-handicapped, and in some ways they are different. The program must provide activities which address both the homogeneity and the heterogeneity of students. Placement and grouping decisions must be made on the basis of these differences and likenesses, not on the basis of labels or classifications which ignore individual characteristics.

5. STUDENTS SHOULD HAVE THE OPPORTUNITY TO LIVE AS NORMALLY AS POSSIBLE. Students should be permitted to partake in as normal a lifestyle as possible. Instruction must be age appropriate and conform to the normal day-to-day routines of non-handicapped peers. Instruction must also allow for integration with non-handicapped peers and stress the capacities of the student for independence. We must also recognize that handicapped and non-handicapped persons are interdependent upon one another.

6. PARENTS/FAMILY MEMBERS ARE CONCERNED ABOUT THE STUDENT'S PROGRAM. They must participate actively in the planning and implementation of the program. Parents have the right of information about their son/daughter which will allow them to make informed decisions. The values and preferences of the family must be respected and taken into consideration in planning the student's program.

THE EDUCATION PROGRAM:

1. THE CHARACTERISTICS OF METHODS OF INSTRUCTION MUST BE COMPATIBLE WITH CURRENT "BEST" PRACTICE, RESEARCH AND TECHNOLOGY. These methods of instruction must be comprehensive and include the following components:

a) Functional Curriculum and Assessment: Procedures, practices, and methods used must focus on functional skills which add to a student's behavioral repertoire, ensuring greater levels of independence and participation in present and future community environments.

b) Regular and Modified Curriculums: The full or modified use of regular education curriculum must be considered as an appropriate and desired instructional option for students.

c) Natural Environments: The training a student receives should be community-based and occur in those natural environments where the student lives, works and recreates.

d) Age Appropriate: Students should receive instruction to develop skills that are typically performed by non-handicapped peers of the same chronological age (mental age is not the consideration).

e) Mainstreaming: Students should be provided opportunities to receive instruction in regular classrooms with their non-handicapped peers.

f) Behavior Management: Student behavior programs must focus on the student's capacity to invoke internal controls to modify behaviors that interfere with personal goal attainment. Positive interventions and reinforcement strategies should be used.

g) Small Group Instruction: Supervision and instruction should be presented in group sizes which resemble those typically found in natural settings.

h) Systematic Instruction: Systematic instructional procedures must be used and include defined objectives and methods. Assessment of student progress must be data based and ongoing.

i) Partial Participation: To assure that students are not excluded from even the most complex activities, opportunities must be created where a student is permitted to perform a portion of a task or activity. This is not a substitute to locating meaningful pursuits in which the student can engage fully and independently.

j) Transition Focused: All instruction must be future oriented and address the demands and expectations of the student's post school environments. Family participation is essential.

2. IN ORDER TO BEST MEET THE UNIQUE NEEDS OF OUR STUDENTS, THE TRANSDISCIPLINARY APPROACH WILL BE USED. The transdisciplinary approach is based on the collaboration of those disciplines concerned with the student's total program. It is the responsibility of each team member to be knowledgeable and keep abreast of new developments in their professional field. The team must include family members and others who are significantly a part of the student's life. Team members are also responsible for seeing that all goals established for a student are implemented.

3. **EACH STUDENT MUST BE EDUCATED IN THE LEAST RESTRICTIVE ENVIRONMENT FOR HIM OR HER.** Every student must be provided a program which does not limit him or her from participating in normal routines or activities to the extent allowed by his or her specific handicapped condition. What is restrictive for one individual may not be for another.

4. **NO STUDENT SHOULD BE DENIED ADMITTANCE OR BE DEMITTED FROM THE PROGRAM BECAUSE OF SYMPTOMS ASSOCIATED WIT HIS OR HER HANDICAPPING CONDITION.** Staff must be prepared to teach students who progress slowly, have behavioral deficits or are medically fragile. All efforts will be made to accommodate even the most severe needs of each student.

5. **STUDENTS HAVE A RIGHT TO ADEQUATE PREPARATION AND PLANNING FOR TRANSITION.** The preparation of students for the transition from school to work and the many other aspects of adult living must begin early in the child's educational career. Parents and families must extensively participate at all levels of educational decision making and planning to discuss and determine desired adult goals and outcomes. The choices, wishes and desires of the student must also be taken into consideration and respected. Planning for all past school experiences must be predicated on comprehensive service coordination and planning. Interagency cooperation and collaboration is essential.

6. **PROGRAM EVALUATION WILL BE OUTCOME ORIENTED.** Staff must be provided accurate information on the post school experiences and outcomes of students. This information must be used in improving educational services and service planning.

CHAPTER 4

ASSESSING THE STUDENT

Characteristics of a Functional Assessment

During the past 10 years teaching functional skills to moderately and severely handicapped students has become accepted as "best practice" (Donnellan and Neel, 1986). Brown et al. (1976) convey that "severely handicapped students have the right to, and the need for, a longitudinal curriculum that prepares them to function as independently as possible".

Fundamental to designing, monitoring and evaluating a functional curriculum in a community-based setting is a proper assessment of the individual student's adaptive behavior. Greenspan (1983) defined adaptive behavior as "the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural group". Brown et al. (1976) coined the term "criterion of ultimate functioning" to describe the skills that allow a particular individual to function independently and productively in integrated environments now and in the future. The issue is not the number of skills mastered but the number, kind and quality of environments that become available to students when they are adults.

The movement toward a functional curriculum requires that a functional assessment be conducted for purposes of planning, monitoring and evaluating the instructional program. The primary requirement of functional assessment procedures is that they adequately measure the actual performance level of the student relative to a particular skill needed to successfully perform in a specific environment. This ecological approach will lead to identification of adaptive behavior skills of the individual student. In order for a skill to be functional it must be:

1. germane to everyday survival in the community
2. performed with the greatest amount of independence possible
3. require minimal adaptation

Prior to actually assessing the student, collection and review of previous records and information is done by the social worker or case manager, usually as part of the referral process. Information gathered includes:

1. demographic information
   - social history
   - family information
2. medical information
   - impairments and physical limitations
   - medications, prosthetic devices
   - name, phone number and address of physician
3. reports from specialists
   - psychology, speech/language, physical and occupational therapy, audiology
4. educational reports
   - previous educational programs

Assessment of adaptive behaviors must also be based on the student's actual performance in a variety of settings. It is important that information is gathered by observing the student in many different situations and from multiple perspectives:

1. Parents, and possibly siblings, have the opportunity to observe their son/daughter (or sibling) in the home environment, in informal situations and in the larger community, from the perspective of family members. They can provide relevant information about:
   1. the student's performance at home
   2. discrepancies between performance or behavior at home and that observed at school or work
   3. the student's habits at home

4. priorities they have for the student regarding skills that need to be developed

Whenever possible, the school social worker makes a home visit either in conjunction with or following an interview. This puts the school staff in a better position to understand how the student functions at home, what the needs or limitations of the family are and what the family priorities are.

2. School staff see the student in a more formal situation, in a specific training setting and in the role of learner. Team members observe the student in activities which are essential to independent functioning in school and in possible future environments. Specialists, such as speech clinicians, physical therapists and occupational therapists also made observations during the student's routine activities in the school environment. For example, the occupational therapist may observe and assess the student's fine motor skills in the cafeteria at lunchtime.

3. Staff from residential or vocational agencies may know the student as a client, an employee or a consumer of services in the community at large. These professionals have an opportunity to observe and provide information regarding generalization of skills, that is, to what extent the student applies and uses the skills that have been trained in other settings.

Assessment procedures must incorporate particular strategies in order to yield the kind of information necessary to design effective curricula which further develop adaptive behaviors. Characteristics of assessment data include that it:

1. Represents typical performance

   Many observations are made on a continuous basis over a period of time rather than as an isolated incident.

2. Describes performance in the natural environment

   Assessment is conducted in the home, at work and in the community rather than in the instructional setting.

3. Indicates the level of independence with which a skill is performed

   Data shows the extent to which a skill is performed without supervision or prompting from an instructor.

4. Indicates the quality or standard of performance
   Data indicating how well a student performs a skill and with what consistency or frequency is important to determining the overall performance level.

5. Represents performance across multiple settings

   Assessments are conducted in several situations which are part of the student's daily routine in order to determine if generalization is occurring.

Methods of Gathering Data

Interviews, observations, informal assessments and formal evaluations can be used in combination to contribute data to the pool of information needed on each student. Adaptive behavior scales, parent inventories and ecological inventories provide useful frameworks for systematic collection of such information.

There are several newly-developed adaptive behavior scales. The Scales of Independent Behavior (SIB), the Vineland, the AAMD Adaptive Behavior Scale, the TARC Assessment System and others. The SIB was selected as the primary assessment instrument for evaluation cf student performance for this program.

The Scales of Independent Behavior (DLM, 1984) is a comprehensive measure of functional independence and adaptive behavior consisting of 14 subscales organized into four clusters: motor skills, social interaction and communication, personal independence and community independence (see Appendix A). It also includes a section for assessment of maladaptive or problem behaviors which might limit a student's ability to function independently in an integrated setting. The SIB is designed to assess behaviors needed to function independently at home, in social and in community settings. The SIB also provides a broad summary of social skills and adaptive behavior skills on individual students. Since functional independence is socially defined, an individual's performance is considered within the environmental contexts and social expectations that affect his or her functioning.

The structured interview format of the SIB systematically collects information about the student from a familiar third party, usually a parent or other primary caregiver. A combination of interviews, including parents, residential staff, employers, as well as school staff, provides information on the generalization of skills from one setting to another.

Both frequency and quality of performance are rated since independent functioning requires that the student not only perform skills well but that he/she does them consistently when they are needed in the natural environment. Normative data on the Scales of Independent Behavior allows comparisons between individual students and normal age-peers and also with age-peers of the same cognitive level. Placement decisions, longitudinal monitoring of student progress and interagency communications are facilitated by this data.

The SIB is useful for planning individualized programs. Performance on individual test items is used by the program staff as the basis for goal-setting decisions on the Individual Education Plan of each student. Functional goals are derived from information about the student's performance in the environment rather than from a checklist of developmental milestones. Students in this community training program are evaluated annually on the Scales of Independent Behavior as a means of monitoring general progress toward goals and making major program modifications.

The SIB also assists staff in setting priorities for special services such as speech, motor development and vocational training. It may be used to group students who are at the same level of performance and in need of similar services.

Program staff also use a combination of supplemental normative assessments relative to specific skill areas for diagnostic and instructional planning purposes. The Brigance, the Nancy Terry Test on Life Competencies, and Vineland are examples. In addition, several criterion-referenced instruments are used, primarily in the area of social skills and behavior management. The Emerson Adaptive Behavior Scale, the Harrison Secondary School Behavior Checklist, Self-Esteem Inventory and the Self-Concept Checklist are to name a few (see Appendix B for example of informal worker rating form).

Staff of this program sometimes find the need to adapt commercial tools or develop their own assessment instruments. On-going assessment is conducted through the use of a variety of informal checklists and task analyses, relative to the goals and objectives that have been established on the IEP.

Staff have designed numerous data collection systems (see Appendix C), which are practical, efficient and portable to track the daily performance of students. This data is used to monitor and modify the effectiveness of specific instructional strategies or materials that are being used to teach specific skills. Campbell (1983) describes this strategy as the "test-teach" method. This approach involves testing the student on a particular skill, teaching to improve performance, then reassessing to determine the effectiveness of that intervention. These evaluations of daily performance are also used in formulating and modifying annual IEP goals.

CHAPTER 5

EDUCATIONAL DECISION-MAKING

A functional assessment provides the direct link to community-based instructional programs. Assessment results are used as the basis for the design and development of subsequent community-based instructional programs. This ensures that community sites and training approaches used are relevant to the student's needs and addresses the problems of generalization and skill maintenance. The assessment outcomes are the essential determinants of the instructional program. They include not only a profile of the student's strengths and weaknesses, but the identification of skills which are important to living and working in the community now and after the student leaves the school program.

Assessment information is the key to the decisions which are made in the process of writing an Individual Education Plan. An interdisciplinary team, including the classroom teacher, specialists, parents and the social worker, must come to a consensus about the instructional program to be offered.

Prioritization of Goals

A common dilemma in programming for severely handicapped adolescents is the need for selective instruction. Time is a constraint and priorities must be established for maximizing instructional time. Donnellan and Neel (1986) developed prioritization guidelines which suggest selecting behavior that: 1) are currently functional; 2) can be used in multiple environments; 3) are longitudinal; 4) are age appropriate; 5) are universally understood; and 6) reliably produce the desired outcome.

Falvey (1986) suggests answering questions, such as the following, to identify factors to be considered in selecting skills for instruction:

1. Are the skills functional for the student?

2. Are the skills considered chronologically age appropriate?
3. Can they be used across a variety of environments?
4. Can they be used often?
5. What skills would the student desire?
6. What family needs have been considered?
7. What skills would lead to less restrictive environments?
8. What skills does the society value?
9. What is the student's level of performance of these skills?
10. How will the skills be taught?
11. Where will the skills be taught?

Prioritization of skills for instruction is completed for each student in keeping with the mission and philosophy of the program. A checklist including the following information was devised to assist staff in writing IEP goals that incorporate the desired characteristics of a functional curriculum into each student's program (see Appendix D):

Student goals and objectives must:

1) be functional: skills that are frequently used and necessary to participate in community activities
2) be age appropriate: typically performed by non-handicapped peers of the same chronological age
3) be value-linked: based on the student's preferences, needs, wants and culture; attractive to peers and family members
4) reflect transition: recognizes the expectations, norms and rules of subsequent environments and prepares the student for that
5) be comprehensive: cut across multiple tasks, activities and settings
6) maximize integration: occur in the proximity of non-handicapped peers
7) encourage independence: reduce the need for dependence upon the guidance of others

The instructional methods must:

1) address normal time contexts: acknowledge the frequency and duration of activities and routines found in the natural setting

2) include data collection: systematically document progress toward the objective, the effect of activities on student performance and suggestions regarding improvement

3) match activities with student needs for training: specifically address the instructional deficits of the student

4) provide for partial participation: allow performance of a portion of the task or activity in cooperation with a handicapped or non-handicapped peer.

5) include small group instruction: delivery of instruction by in group sizes which resemble those typically found in the natural setting

6) require active student responding: elicit performance or demonstration of tasks or skills

7) verify generalizability: insure that skill can be performed in settings where initial training did not occur

The instructional context must:

1) be in the natural setting: in the community where the student lives, works and plays

2) be available: be accessible outside of the school day and recognize the student's financial and physical conditions

3) be relevant: useful in the student's daily routine at home, work, school or in the community

4) be integrated: used by non-handicapped peers

5) be sage and accessible: present a reasonable level of risk to the well-being of the student

6) be unique to individual student needs: designed to best meet the instructional needs of the individual

Many factors, however, make the prioritization of student needs a complex process. Both long-range and short-range planning must occur. Many of the skills that are not required in present environments may be needed in predictable future environments. Students in this program have a five year plan which is used in identifying the most likely future environments for each student (see Appendix E). An analysis of the demands of these subsequent environments (residential, vocational, educational, community) yields a list of essential community skills that must become part of the training program if they are absent from the student's current repertoire. The interdisciplinary team, which consists of parents, direct instructional staff, support personnel and administrators, establishes priority goals for each student, which become the focus of the instructional program.

Parents as Team Members

The importance of parental involvement is often underestimated by the professional community (Arnold, 1985). It has become obvious to the staff of this program that parents are an invaluable source of information. They have historical information that provides valuable insights into the interests and skills of the student. Because of the amount of time they spend with their children, they see them in a wide variety of situations and activities. The format of the Scales of Independent Behavior facilitates parental input by eliciting their prioritization of training goals in each skill area throughout the interview process. Such a systematic approach is important to the comprehensiveness and the relevancy of the instructional plan that emerges.

Parents also need to be "informed consumers" regarding the educational services their sons and daughters are receiving. This program values the exchange of information, attitudes and cooperation with parents through such efforts as the Parent Teacher Organization (PTO) and Parent Advocacy Coalition for Education Rights (PACER), a statewide resource for parents of handicapped persons. Both of these organizations provide support to parents, are available to serve as advocates in ensuring the rights of the handicapped and provide awareness and educational information on rights and responsibilities, legislative issues and services available for handicapped students and adults.

Unfamiliarity with the purpose and nature of instructional programs can be a source of anxiety and apprehension for parents. Strategies employed by the teaching staff, social workers and administration of the program to alleviate such anxieties include:

1. having parents visit community sites
2. frequently providing information about school happenings
3. offering individualized counseling upon request
4. soliciting parental involvement in school programs

Continuous interaction clarifies the role expectations parents and staff have for each other and strengthens reciprocal accountability.

The decision-making process must also take into consideration, besides student strengths and weaknesses, student values or preferences which most frequently stem from family values or cultural background. A values negotiation should occur between the student/parent and the instructional staff to arrive at those goals which will best allow for community integration. The staff of this program are aware of the value and the necessity of parental input and consensus regarding the educational program being provided. "Parents can make a placement successful or completely block it" (Wehman, 1981).

Staff as Team Members

The appropriateness of instructional activities requires that they be socially valid, that is, that they are activities done by nonhandicapped persons of the same age. The rules, norms and mores of society are the criteria by which success or failure will occur when the student leaves the school environment for work and living in the community. Involvement of other persons on the team, such as work supervisors, employers, residential staff and caseworkers, brings a realistic perspective of the larger community to the decision-making process.

Finally, the decision-making process must take into consideration the availability of services during the training program as well as the accessibility to activities and opportunities in the community. IEP goals must be realistic within the context of the local community, that is, they must reflect the activities in which non-handicapped persons in the community participate. Goals must address issues of transition so that students move out of the public school program to insure that adult services are available and that responsibility for providing services on an individual basis is handed over to the appropriate adult agencies.

CHAPTER 6

ASSESSING THE COMMUNITY

In community-based training programs, teachers need to make decisions about educational settings as well as about materials, instructional strategies, etc. Factors to be considered in establishing community-based training sites are:

1) community attitudes about the handicapped
2) the nature of the services available to the student in the community
3) the attitudes of the student and student's family regarding community integration

The basic premise of community-based instruction is that it will maximize integration into the community, primarily because it alleviates the problems associated with generalization among severely handicapped learners. The more severely handicapped a student is, the less he/she is able to transfer skills from one setting to another and the more that student needs to receive instruction in a variety of natural settings. Yet, often these are the very students who are denied access to community training because they are "not ready yet". To teach skills in a specialized setting and then ask a severely handicapped student to perform in another setting puts an unfair burden on the student whom we know has difficulty transferring learning. Because we cannot infer any, or only limited, generalization of training from a classroom or simulated situation with severely handicapped students, direct instruction in the natural environment may be the most efficient, in spite of some of the seeming inefficiencies, such as travel, group size, staff ratios and time factors (Falvey, 1986).

A body of essential community skills can clearly be identified for each student after defining each student's "communities". Current and future activities in the community include residential, educational, vocational and recreational situations.

Community instruction must simultaneously focus on the student's immediate needs as well as future needs.

Screening

Based upon the consensus of the interdisciplinary team regarding general potential future environments, specific potential sites are identified. These would include types of places a student might be expected to live, such as parental home, group home, supervised living facility, etc. Information about the vocational potential of students should indicate the types of employment outcomes desired; the range of supported employment alternatives or competitive employment, these two being recognized as preferred community-based programs that will allow for maximum integration. Activities for recreational purposes would be contingent upon the skills and preferences of the student and the availability of facilities in the immediate area. Variables about community sites that must be considered include:

1) proximity to the student's place of residence
2) accessibility to transportation
3) physical accessibility of the site
4) types of tasks available to do
5) the size of the business
6) union or non-union status of employees
7) opportunities for integration with non-handicapped
8) ability of the employer to support the student
9) ability of the staff to support the employer and the student

Screening of Sites

A general screening of the community first occurs to determine the general nature of community services and the job market. Proprietor and employers who are willing to allow the use of their establishments as training sites must be identified. A number of strategies are employed to accomplish this screening:

1) contact with the local chamber of commerce or business associations.
2) searching through newspaper ads for employment opportunities.
3) becoming familiar with businesses in the immediate geographic area.
4) collaboration with rehabilitation counselors.
5) talking with friends or persons you, the student, or student's family knows.
6) using yellow pages or business directories.
7) checking bulletin boards typically found in shopping malls, etc.
8) making "cold" calls to businesses without any known job leads.

The interest and cooperation of targeted businesses must be developed in order to create access to them for the students.

Contacting Potential Community Resources

Once specific training sites have been identified, an initial personal contact with the proprietor is made by the person responsible for developing the training program site. This person must be very knowledgeable about the capabilities and needs of the student as well as with the offerings of the site for training purposes in order to accurately match students with appropriate training placements. The exchange of information that occurs between the proprietor or employer and the school staff person must be candid and thorough so that mutual expectations are clearly defined. It is important to be clear and specific about what you want. You must know your goals and program objectives before you talk to the community person. Major points to communicate during this initial contact are:

1) an indication that you understand the nature of the business and that you see it as a desirable place of employment or community skills training.

2) in considering student employment objectives communicate that there is a federal initiative and various incentives are being offered to employers.

3) a brief description of the purpose and services offered by the school's vocational and independent living skills training program.

4) a description of the services school staff can provide to the employer.

5) a description of the student in terms of his or her capabilities and preparation to meet the job requirements or any predetermined conditions set by the proprietor for involving students at the site.

6) other major businesses and industries that are participating in the training and employment of handicapped students - share examples of successful sites you or other agencies are using.

7) an indication of the track record for effectively training handicapped students through the school's special education and vocational programs.

A process of negotiation is necessary to make the arrangement necessary for adequate instruction or training to occur in the teaching of independent living skills, and achieving student employment objectives. The basic request of the employer is that school staff be allowed to use the facilities, equipment and environment of the community setting to train students. The staff assures the community person that students will be trained and supervised by school staff with no cost to the employer in terms of additional supervisory personnel and other related costs. Since implementation is only possible with the support of key individuals within the community agency or business, it is vital that they receive information regarding:

1) the capabilities of handicapped persons to be employed

2) misconceptions about stereotypes

3) financial incentives and tax benefit to their organization for students in employment situations

4) social and personal benefits to their employees

5) the role of school personnel throughout the time the site will be used

Site Analysis

In order to identify the assets of each site for training purposes, an analysis of the site must be conducted. The Minneapolis program staff gather information by talking to community proprietors, other consumers or employees of the community site and by on-site observations. A summary of this information, including unique characteristics of each site, facilitates matching or molding training sites to student needs. This information is also valuable in the design of instructional programs prior to training in the community setting.

Site selection to train an individual students, be it social, recreational or vocational, occurs through a process of matching the characteristics of the community site to the needs of the student. Frequently, successful job matches must require modifying the site to take into consideration unique characteristics of the student.

Writing a Formal Agreement

Prior to actual training, a formal agreement with the training site is developed (see Appendix F). Specifications include all expectations of regarding use of space, materials, supervision and training responsibilities and needs for physical adaptations (if necessary). Community site staff and co-workers must be prepared on what to expect from the individual to be placed, such as how to communicate with him/her, what type of training he/she has had and what further training is needed and any other unique needs the student might present. The key to this agreement is that it clearly establishes the responsibilities of the school staff and the community resource persons. The process for resolving problems or ending the relationship becomes easier and more non-threatening when expectations are communicated up front.

Specific Site Development

Students involved in the Minneapolis program receive training at 53 sites (see Appendix G, for selected examples) which provides instructional opportunities in personal care, home maintenance, vocational, recreational and consumer skills. Included in the sites are:

- Beauty Colleges
- Retail Food Stores
- Retail Clothing Stores
- Nursery Schools
- Hotels/Motels
- Group Homes
- Restaurants
- Sheltered Workshops
- Public Transportation
- Recreational Sites
- Public Parks
- Public Agencies
- Social Services

Students who are employed in community sites do a wide range of tasks including housecleaning, custodial tasks, bussing or washing dishes, stocking shelves, doing commercial laundry tasks and packaging and assembling small items.

For example, the Marriott In-Flite Corporation hires handicapped students to work in their facility preparing food trays for Northwest Airline flights. Students work with non-handicapped employees to assemble all the tray items needed to serve a mean (napkins, silverware, glasses, condiments, etc.) and to pack them for placement on the airplanes.

Other community sites have been developed for the purpose of training specific skills of use in daily living without being directly related to employment. A community site was developed at an apartment complex to teach students home living skills such as cooking, housecleaning, laundry, making minor repairs in the home, furnishing and maintaining a home. The apartment building is located within walking distance of the school and staff and students walked to the apartment for daily instruction in home maintenance skills. On some occasions the apartment is used for overnight experiences in staying away from the parental home or other residential facility, although this is not a 24-hour program primarily. A tax incentive is provided for the owner of the complex in allowing this unit to be used for instructional purposes with the handicapped.

Community resources are used to train students in personal care and grooming at Horst International Education Center, a cosmetology training center. Students in cosmetology training instruct handicapped students in hair care, nail care, use of make-up and general grooming and appearance. Handicapped students have the opportunity to learn these skills from highly-trained persons, they come into contact with non-handicapped person who are customers of this service, they receive the training in a natural setting and their grooming and hygiene habits are improved. This community site also gives the cosmetology students an opportunity to become familiar with handicapped persons and to practice their training skills.

CHAPTER 7

TRAINING IN THE COMMUNITY

Rationale

In a community-based training program the school building takes on a different role than it traditionally has. It serves more as a "home-base" and a place for storage of materials than as a training site.

One of the basic philosophic and practical decisions that must be made is how, or to what extent the traditional classroom will be used as a training site. Sailor and Guess (1983) have developed a model for community intensive instruction that suggests that an educational program should occur in three environments.

1) the classroom of an integrated school (never an isolated facility)
2) non-classroom areas of a school, such as the cafeteria, library, gym
3) the community at large, such as stores, parks, streets, work environments

As students move through their school years, regardless of their handicapping condition, the relative proportion of time in these environments changes. By age 12, these authors recommend that the optimal time spent in the classroom should be from 0 to 10%, in nonclassroom areas of the school participation should be 15%, and approximately 75 to 85% should be in the community at large.

A major benefit of the natural environment is the efficiency that results from the presence of natural cues, reinforcers and consequences. A further benefit of training in the community is that the student becomes better socialized because of the frequent interactions with non-handicapped persons, hopefully many of the same chronological age. They will have a chance to see and experience many alternate ways of responding to situations in society. However, merely placing handicapped individuals in close proximity to nonhandicapped persons does not necessarily lead to improved social skills as severely handicapped students tend not to socialize if left alone. Specific strategies to develop interactions must be designed.

Curriculum Content

The instructional program for severely handicapped learners is not a downward extension of the curriculum and procedures that are designed for higher level students. Rather it has an emphasis on those life skills that are a part of the daily routine of the student. The skills acquired can be used immediately to do the things they want.

Staff of the Minneapolis program developed a functional curriculum. The Curriculum Guide for Community and School Training, consisted of objectives and activities covering a wide range of essential skills for adults to live and work independently in the community. The curriculum is organized around four principle domains: 1) personal management, 2) social/personal skills 3) vocational/occupational skills, and 4) functional skills. Within each of the four domains specific competencies and subcompetencies are identified (see Appendix H). Five basic areas of curriculum concern are addressed with respect to each competency: 1) objectives, 2) strategies, 3) materials and community resources, 4) assessment, and 5) evaluation.

A functional curriculum teaches the student to respond to the demands or requirements of each specific setting. In order to adapt to the wide variety of situations that will arise, the student must be able to follow the rules and procedures of each situation. He/she must be able to do so with minimal supervision and to community effectively with nonhandicapped persons in that environment.

For some skills, the school provides a natural context, such as toileting and eating. For other skills, the natural context must be created or arranged, as is the case in dressing for physical education class. And for others, the school is not an appropriate training site, such as for grocery shopping.

Instructional Strategies

Instructional strategies which typically take place in classroom settings for severely handicapped students may not lead to the desired outcomes in the application, generalization and maintenance of functional skills in natural environments. Several techniques, however, do have potential for increasing the likelihood that skills which have been trained will be of use to the student outside of the training setting.

Discussion

Structured conversation can be used with severely handicapped students to assist them in learning functional skills and understanding the contexts in which the skills will be used. In the initial presentation of information, the instructor describes the skill to be learned, tells where, when and how it will be used and why it is important. Active student responding occurs by asking students to give examples from their own experiences or answer a very specific question. These discussions can also serve to stress the importance of learning a particular skill by delineating the positive and negative consequences of performing or not performing the behavior, and in that way, serves also as a motivational activity. Discretion must be used regarding the use of this activity only with students who have the linguistic and cognitive abilities to benefit from it. Additionally, discussion activities must be followed closely in time by activities which call for the overt performance of the skills described.

Simulations

In the initial training stage of a skill or behavior, simulations are constructed in the classroom to provide close approximations of the natural environment through the arrangements of cues, reinforcers and consequences that closely resemble those in the community. Falvey, et al. (1981) refer to this as "information typically available to persons in natural environments that is equivalent in intensity, duration and frequency to that which is naturally occurring". To be of value, simulations must produce generalized responding in the natural environment. The more closely the simulation recreates both the relevant stimuli and the distractors of the real setting, the more effective it is. For some tasks, access to the natural environment is simply impossible and reliance upon simulations is more justifiable than deleting the skill training entirely. A major advantage of the simulation training is that the teacher can control the sequencing of the instruction and the range of examples or variations that are presented.

Although simulation may be seen by some as an efficient method of instruction, research shows that when an adequate range of examples can be provided in the natural setting, training in the natural setting is the most effective method because of the generalization outcomes (Horner, McDonnell and Bellamy, 1986). Irrelevant skills may inadvertently be taught if careful attention is not paid to generalization. Too often learners are successful during simulations but the training has had no impact on their performance in real situations.

Simulations must be balanced with community training and not used as a prerequisite for community training. Time should be simultaneously scheduled for instruction in those settings where the student is expected to perform.

One of the major uses for simulating environmental situations in the classroom is to provide opportunity for massed-practice of difficult behaviors which would be infeasible in the natural environment. Particularly in the initial teaching of a new skill, teachers are prone to provide massed repetitions of a skill prior to presenting the opportunity in a community setting. At a later point the skills are recombined into a meaningful, total task in order to prevent the development of splinter skills.

Several studies have looked at distributed versus massed trial instruction and have found that rate of acquisition of cognitive skills is greater with distributed trials (Mulligan, Guess, Holvoet and Brown, 1980), higher response rates occurred in severely handicapped students who were instructed in a distributed, rather than massed, trial format (Mulligan, Lacy and Guess, 1982), spontaneous initiation of a response (Lacy, 1982) and generalization of a vocational task across settings (Brewer, 1982).

Partial Participation

The concept of partial participation (Brown, et al, 1979) is implemented throughout the instructional program. This notion takes into consideration that most normal adults do not live or work without being dependent in some ways on other people; handicapped students should also not be expected to be totally independent in every effort. Due to severe sensory or motor deficits, it is rarely possible to teach severely handicapped students to function with total independence in the natural environment. Strategies and activities must be designed which allow the student to perform the skills or portions of a task to the extent possible for that individual given the limitations of the handicapping condition. The amount and nature of partial participation in each activity is contingent upon the individual skills of the student and his/her peer group, whether it is other handicapped persons or nonhandicapped peers. Brown et al. (1979) discusses three ways that partial participation can be facilitated: 1) providing personal assistance, 2) adapting materials, the skill sequence or the rules, and 3) modifying the social and physical environment to accommodate the needs of the handicapped person.

Training in the Natural Environment

Until a student can perform the necessary skills to function in his/her home, to participate in the community at-large and, possibly, to work, the instructional program cannot be considered a success or complete. In order to insure that transfer or carry-over of these skills occurs, the student must be trained in the presence of the same cues, the different variations and the consequences of the real world. Although this approach is often limited by staff and resource constraints, and instruction is somewhat unpredictable due to uncontrollable variables in the real world, generalization and maintenance of functional skills for the severely handicapped are contingent upon instruction in the natural setting.

Staff Utilization

The staff demands that are a necessary part of community training can be intensive. Ratios of 1 to 4 or less are generally considered necessary for effective nonclassroom instruction (Sailor et al., 1986). The Minneapolis program has successfully used a multidisciplinary approach for meeting these demands (See Chapter 3). The special education teacher remains the key planner and primary evaluator of the instructional program and all other staff become ancillary to this role.

Two types of paraprofessionals are employed: "Para" and Child Development Technicians (CDT). Paras are community members from a typical labor pool who may or may not have prior experience working with handicapped persons. CDTs are graduates of a minimum of two years of post-secondary training, either a vocationally-oriented or a community college program, with specific training in the delivery of human services.

There are many situations in which special teachers are not present at all times, particularly in employment sites where one student has been placed. CDTs supervise students in such cases under the direction of the teacher or the work-study coordinator.

Additional resources are available from specialists such as the speech clinician, the augmentative communication specialist, the occupational therapist and behavior management specialists. Their "therapies" are integrated into the community instructional program and often are actually implemented by a staff person other than the therapist himself. For example, the augmentative communication specialist develops portable communication systems for non-verbal students who then receive the majority of instruction in their use from the special teacher or para who might accompany that student into the community. Occupational therapists develop adaptations on equipment that will facilitate a student's participation in a specific community activity. These changes in roles involve alterations in basic job descriptions as well as mutual working agreements between professionals (See also Chapter 2).

The key to efficient staff utilization is joint planning and continuous communication. The logistics of this must be worked out so that it occurs systematically and not just when a crisis occurs. Time must be built into the daily schedule of all staff persons to physically meet and exchange significant information. So-called "paper trails" perform a valuable function, particularly in recording of daily performance, however, face-to-face communication between significant service deliverers cannot be on a catch-as-catch-can basis. This requires some creative scheduling efforts and an expectation that it will occur.

Use of Community Resources

Students in the Minneapolis program have access to a wide variety of community resources for instructional purposes. Integration of students into specific community sites has many training implications:

1. Students receive training by persons who are very familiar and competent in the task they are performing.
2. Students learn to take instruction and direction from many different types of persons in addition to the teachers who have been especially trained.
3. Students learn to perform the skills in real settings where all the natural stimuli, variations and consequences are in operation.
4. Students are exposed to non-handicapped peers who serve as models in performing the target skills.
5. Students have the opportunity to learn related skills, such as communication, social behaviors and community mobility.
6. Students have an increased chance of post-training employment by having the opportunity to demonstrate their skills at a particular job.

School programs are used to augment the education of students. The Community Education Department provides classes at various community centers and recreational facilities which focus on leisure skills. Students in the Minneapolis program enroll and participate in these classes during the school day and under the supervision of school staff. Instruction, however, is provided by the Community Education instructor and other participants are non-handicapped peers from the neighborhood.

Students also enroll in public health classes at the Minneapolis Technical Institute, a postsecondary vocational training institution.

Several recreational facilities in the community serve as training sites for leisure skills. Students regularly attend classes at a local YMCA for swimming, jogging and exercising. This activity provides opportunity for interaction with non-handicapped peers and for generalization of skills required in using the locker rooms, the refreshment area and the gyms and activity areas. Students also frequently use the facilities of Vinland Center, a recreational and healthsports center designed specifically for handicapped persons. While this center provides minimal interaction with non-handicapped persons, the highly trained staff of the Vinland Center design individual programs and activities which allow severely handicapped students to perform skills beyond usual expectations.

As the community continues to provide additional resources to handicapped persons, increased emphasis will be placed on using these facilities and programs in the training efforts of severely handicapped students.

Summary

A functional assessment sets the stage for a functional approach to instruction in the natural environment. Techniques are available for implementing a curriculum which is relevant to the needs of the individual, is age appropriate and addresses the transition from a school program to community living as an adult. There is a strong trend toward the kind of programming that is offered by the Minneapolis Schools and we must continue to concentrate our efforts on expanding these opportunities so all students can function as independently as possible in adulthood.

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APPENDIX A

SCALES OF INDEPENDENT BEHAVIOR

DESCRIPTION OF SUBSCALES

Scale ED: Early Development. This scale is designed for use with subjects whose development level is below approximately two and one-half years of age. The 32 tasks included in this scale sample from 12 of the 14 developmental areas that make up the *SIB*. Scale ED may be particularly suitable for assessing the development of young children and of severely and profoundly handicapped children and adults. Administration time is approximately 10 to 15 minutes. Raw scores on Scale ED range from 0 to 96. An average three-month-old child achieves a score of 10; an average 24-month-old child achieves a score of 82.

Scale SF: Short Form. This scale contains 32 tasks selected from all 14 subscales. It is designed for use when a brief, overall screening or evaluation is appropriate. Administration time is approximately 10 to 15 minutes. Raw scores on Scale SF range from 0 to 96. An average 12-month-old child achieves a score of 13 or 14; an average 15-year-old youth achieves a score of 83 or 84.

Subscale A: Gross-Motor Skills. The 17 tasks in this subscale sample skills from below one year, such as sitting without support, to mature adult fitness, such as regular strenuous physical activities for strength and endurance. The items in this subscale assess skills using larger muscles of the arms, legs, or the entire body in tasks involving balance, coordination, strength, and endurance. Raw scores on this subscale range from 0 to 51. An average 12-month-old child achieves a score of 11 or 12; an average 15-year-old youth achieves a score of 49.

Subscale B: Fine-Motor Skills. This subscale evalutes performance on 17 tasks that require eye-hand coordination using small muscles of the fingers, hands, and arms. The skills sampled range from those typically developed in infancy, such as picking up small objects, to those acquired after age 12, such as assembling objects with small parts. Raw scores on this subscale range from 0 to 51. An average 12-month-old child achieves a score of 10; an average 15-year-old youth achieves a score of 50.

Subscale C: Social Interaction. This subscale evaluates performance on 16 tasks that require social interaction with other people. Tasks range in difficulty from socialization appropriate in infancy, such as handing toys to another person, to more complex interactions involving entertaining and making plans to attend social activities outside the home. Raw scores on this subscale range from 0 to 48. An average 12-month-old child achieves a score of 13 or 14; an average 15-year-old youth achieves a score of 44 or 45.

Subscale D: Language Comprehension. This subscale evaluates performance on 16 tasks involving understanding of signals, signs, or speech and in deriving information from spoken and written language. The tasks included in this subscale range in difficulty from basic skills observed in infants, such as recognizing one's name, to more complex levels that include searching for and securing information through reading or listening. Raw scores on this subscale range from 0 to 48. An average 12-month-old child achieves a score of 9; an average 15-year-old youth achieves a score of 45 or 46.

Subscale E: Language Expression. This subscale evaluates performance on 17 tasks that involve talking and other forms of expression. Provision is made for assessing the skills of subjects who use nonoral methods of communication (sign language or language boards). The tasks range in difficulty from those typically mastered in infancy or early childhood, such as indicating "yes" or "no" and repeating common words, to the more complex skills involved in preparing and delivering formal reports to other people. Raw scores on this subscale range from 0 to 51. An average 12-month-old child achieves a score of 6; an average 15-year-old youth achieves a score of 43.

Subscale F: Eating and Meal Preparation. This subscale includes 16 tasks that evaluate performance in eating and preparation of meals. Initial tasks are appropriate for infants and assess simple eating and drinking skills; more advanced items test mastery of tasks involved in meal preparation. Raw scores on this subscale range from 0 to 48. An average 12-month-old child achieves a score of 8 or 9; an average 15-year-old youth achieves a score of 45.

Subscale G: Toileting. This subscale includes 14 tasks that evaluate performance in using the toilet and bathroom. The range of skills in this subscale is relatively more restricted than other subscales. The tasks range in difficulty from infancy and early childhood, such as staying dry or using the toilet regularly without accidents, to later childhood activities such as selecting and using appropriate bathroom facilities outside the home. Raw scores on this subscale range from 0 to 42. An average 12-month-old child achieves a score of 3; an average 15-year-old youth achieves a score of 42.

Subscale H: Dressing. This subscale includes 18 tasks that evaluate performance in dressing. These tasks range from simple levels for very young children, such as removing clothing, to complex skills requiring appropriate selection and maintenance of clothes. Raw scores on this subscale range from 0 to 54. An average 12-month-old child achieves a score of 4; an average 15-year-old youth achieves a score of 50.

Subscale I: Personal Self-Care. The 15 tasks in this subscale evaluate performance in basic grooming and health maintenance skills. The tasks range in difficulty from skills normally mastered by young children, such as using a toothbrush or wiping one's face with a washcloth, to adult skills of seeking professional assistance to treat illness or maintain health. Raw scores on this subscale range from 0 to 45. An average 12-month-old child achieves a score of 3; an average 15-year-old youth achieves a score of 39.

Subscale J: Domestic Skills. This subscale evaluates performance on 16 tasks needed in maintaining a home environment. The tasks range in difficulty from the early childhood level, such as putting a dish in or near the sink, to complex maintenance tasks, such as routine painting or repairs. Raw scores on this subscale range from 0 to 48. An average 12-month-old child achieves a score of 0; an average 15-year-old youth achieves a score of 34.

Subscale K: Time and Punctuality. This subscale includes 15 tasks that evaluate time concepts and use of time. The tasks range in difficulty from assessing the concept of time of day to keeping appointments. Raw scores on this subscale range from 0 to 45. An average 12-month-old child achieves a score of 0; an average 15-year-old youth achieves a score of 43.

Subscale L: Money and Value. This subscale evaluates skills on 17 tasks related to determining the value of items and using money. The tasks range in difficulty from skills generally mastered in early childhood, such as saving small amounts of money or selecting particular coins, to complex consumer deci[illegible] and use of credit. Raw scores [illegible] range from 0 to 51. An average 12-month[illegible] a score of 0; an average 15-year-old [illegible] a score of 35.

Subscale M: Wor[illegible] this subscale evaluate work habits [illegible] skills. These skills are gene[illegible] advanced than most of the other s[illegible] range from simple work tasks, such as ind[illegible] finished, to prevocational skills, su[illegible] employment applications and job resume[illegible] this subscale range from 0 to 48. An [illegible] achieves a score of 1; a[illegible] achieves a score of 38.

Subscale N: Home/C[illegible] The subscale evalutes perfor[illegible] getting around the home and [illegible] in the community. Starting [illegible] the subject's concept [illegible] environment, the subscale [illegible] tasks that assess more complex [illegible] location of important sites within t[illegible] community. Raw scores on this subsca[illegible] average 12-month-old child achieve[illegible] average 15-year-old youth achieves [illegible]

Scale PB: Problem Be[illegible] functional independen[illegible] the SIB includes a scale for ide[illegible] that often limit personal ad[illegible] Many people occasion[illegible] iors, but more freque[illegible] cate poor personal and [illegible] includes eight major [illegible]

1. Hurtful to Self
2. Hurtful to Othe[illegible]
3. Destructive to P[illegible]
4. Disruptive Behav[illegible]
5. Unusual or Rep[illegible]
6. Socially Offensi[illegible]
7. Withdrawal or In[illegible]
8. Uncooperative B[illegible]

Each category inclu[illegible] of problem behaviors. Th[illegible]

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APPENDIX B

EXAMPLE OF INFORMAL ASSESSMENT PROCEDURE

WORKER RATING FORM

EMERSON SCHOOL

NAME OF WORKER: ____________________

EMPLOYER OR CLASS: ____________________

DATE(S) ____________________(1)

____________________(2)

____________________(3)

1. ATTENDING TO TASK

Leaves work station, distracts others.	Stays at station but distractable and distracts others.	Distractable, but does not distract others.	Works without distractions from task.	Works continuously even on unpleasant or monotonous tasks.

2. INDUSTRY

Avoids work or works reluctantly.	Does assigned job willingly.	Improves speed with repetition.	Derives satisfaction from productive work.	Asks for more work when finished.

3. WORKING TO CAPACITY

Usually does not appear to be trying.	Occasionally tries hard, but generally seems unconcerned about production.	Tries hard, but production suffers from wasted motion or poor work skills.	Has good work skills but should be able to increase production.	Appears to be working at full capacity.

4. COOPERATION

Often uncooperative.	Cooperates only reluctantly.	Usually cooperates well.	Always cooperative.	Cooperates cheerfully and willingly.

5. ABILITY TO GET ALONG WITH OTHERS

Usually unfriendly, sometimes rude.	Indifferent to others.	Needs to improve social poise.	Usually gets along well with others.	Very good in dealing with many types of people.

6. ABILITY TO WORK INDEPENDENTLY

Needs constant supervision.	Needs occasional supervision.	Asks for help when needed.	Finishes work with minimal supervision.	Meets all obligations without supervision.

7. QUALITY OF WORK

Does almost no acceptable work, seems to have no concept of quality.	Tries, but has difficulty judging quality of work produced.	Can do good quality work on simple tasks.	Does acceptable amount of good quality work on most jobs.	Does acceptable amount of good quality work on all jobs.

8. ACCURACY

No concerns for accuracy.	Appears to be trying to work accurately, but has difficulty even with simple tasks.	Can work accurately on simple tasks (less than 5% mistakes).	Less than 5% mistakes on most jobs, can correct own mistakes when pointed out.	Error rate less than 3%. Can find own errors and correct.

9. WILLINGNESS TO FOLLOW INSTRUCTIONS

Becomes belligerant when given directions.	Wants to work own way-doesn't listen to directions.	Listens, but still does things own way.	Listens, tries to work as directed.	Listens well - follows directions quickly and cheerfully.

10. ABILITY TO FOLLOW ORAL DIRECTIONS

Needs repeated instructions on 1 step jobs.	Can follow 1 and 2 step oral directions.	Can follow 3 step oral instructions.	Can follow 4 step oral instructions.	Can follow multi-step oral instructions.

11. ABILITY TO LEARN FROM DEMONSTRATION

Needs repeated demonstration for 1 step task.	Able to learn 1 and 2 step tasks with demonstration.	Able to learn 3 step tasks with demonstration.	Able to learn 4 step tasks with demonstration.	Able to learn multi-step tasks with demonstration.

12. ABILITY TO LEARN WITH PHYSICAL GUIDANCE

Needs repeated guidance for one step tasks.	Able to learn 1 and 2 step tasks with physical guidance.	Able to learn 3 step tasks with physical guidance.	Able to learn 4 step tasks with physical guidance.	Able to learn multi-step tasks with physical guidance.

13. ABILITY TO FOLLOW WRITTEN INSTRUCTIONS

Follows no written instructions.	Can find name on time card and work station.	Can package items according to simple order blank.	Can follow written schedule of tasks.	Can follow written instructions for assembly task.

14. ABILITY TO LEARN FROM SIGNED INSTRUCTIONS

Needs repeated signed instruction for 1 step task.	Able to learn 1 and 2 step tasks with signed instructions.	Able to learn 3 step tasks with signed instruction.	Able to learn 4 step tasks with signed instruction.	Able to learn multi-step tasks with signed instruction.

15. COMMUNICATION

Does not communicate basic needs, but talks inappropriately.	Very limited communication-will sit doing nothing instead of asking for help.	Communicates basic needs but also engages in inappropriate talking.	Communicates basic needs-no inappropriate talking.	Communicates needs well - carries on appropriate conversation.

16. PRODUCTION RATE (AVERAGE)

0 - 20%	20 - 40%	40 - 60%	60 - 80%	80 - 100%

17. ATTENDANCE

Frequently absent without excuse (once a week or more).	Frequently absent with excuse (once a week or more).	Occasionally absent, does not notify.	Occasionally absent, but always notifies supervisor.	Seldom absent-notifies supervisor

18. PUNCTUALITY

Comes in late regularly.	Occasionally late with no excuse.	Occasionally late with legitimate excuse.	Usually arrives on time and goes to work promptly.	Always on time.

19. USE OF TIME CLOCK

Usually fails to punch, can't find card when reminded.	Can find card but usually forgets.	Can find card but sometimes forgets or punches incorrectly.	Always punches, but sometimes incorrectly.	Always punches correctly.

20. MAINTENANCE OF WORK AREA

Maintains messy work area.	Sometimes allows work station to become disorganized.	Generally follows good housekeeping rules.	Cleans work station at end of period.	Takes pride in keeping work station neat at all times.

21. APPEARANCE (DRESS)

Often neglectful of appearance.	Sometimes overdressed for work situation.	Appearance usually acceptable.	Dresses appropriately for job.	Appearance exceptionally neat and appropriately groomed.

22. PERSONAL HYGIENE

Poor personal hygiene-often noticeable body odor.	Often sneezes, drools, coughs without using tissue or washing hands.	Should work at improving cleanliness.	Generally acceptable personal hygiene.	Good personal hygiene habits.

23. ABILITY TO PERFORM FINE MOTOR TASKS

Has extreme difficulty with most fine motor tasks.	Has minimal ability to perform most fine motor tasks.	Has difficulty with fine motor tasks involving coordinated use of both hands or use of tools.	Can coordinated use of both hands on fine motor tasks but has problems when tools are needed.	Can perform most fine motor tasks cheerfully and with no difficulty.

24. ABILITY TO PERFORM GROSS MOTOR TASKS

Has extreme difficulty with most gross motor tasks, including walking.	Has minimal ability to perform most gross motor tasks.	Acceptable level of gross motor ability for most tasks except ambulatory.	Acceptable level of gross motor ability for most tasks including ambulatory.	Able to perform most gross motor tasks cheerfully and competently.

25. ENDURANCE

Usually appears tired before starting to work.	Works few minutes - becomes tired.	Appears tired at end of 45 minute period.	Works entire period without appearing tired or complaining.	Works two periods without appearing tired or complaining.

26. RETENTION

Needs daily retraining on most tasks.	Can return to task following day with reminders.	Can return to most tasks after two days.	Can return to most tasks after a week or more.	Can return to most tasks after a month or more.

27. SAFETY RULES

Ignores safety rules.	Does not seem to understand safety rules.	Sometimes uncooperative, does not follow rules.	Generally follows safety rules and procedures.	Follows all safety rules consistently.

28. ADAPTABILITY AND FLEXIBILITY

Becomes belligerent when asked to change jobs or work stations.	Reluctantly changes jobs when asked, is slow moving on, and is negative verbally.	Is slow moving, apathetic verbally.	Changes jobs easily, remains positive.	Accepts constructive criticism well, changes jobs willingly and cheerfully.

11/83
jn

APPENDIX C

INFORMAL DATA COLLECTION SYSTEMS

North Country Co-op

COMMUNITY INTEGRATION AND VOCATIONAL TRAINING PROGRAM
Minneapolis Public Schools
EMERSON

Student____________________

Homeroom Teacher____________________

STOCKING & ROTATING MILK

Date											
1. Obtain plastic crates of milk											
2. Start at the bottom far right corner of milk case											
3. Move all milk to the front of the case											
4. If necessary, put milk cartons top of each other to access back of case											
5. Determine how many rows are needed of each kind of milk											
6. Take new milk from plastic grate											
7. Place new milk in back of the case, filling each row in until meeting the front rows											
8. Position milk cartons so that arrows point to the left and date is seen on cartons											
9. As milk crates are emptied, stack on floor at end of milk case											
10. Move to next type of milk Repeat steps #3											
4											
5											
6											
7											
8											
9											
11. Return empty crates to basement area by freezer											

COMMUNITY INTEGRATION AND VOCATIONAL TRAINING PROGRAM
MINNEAPOLIS PUBLIC SCHOOLS
EMERSON

Student ______________________
Homeroom Teacher ______________________
Unit ______________________

REGISTERING DATES ON FOOD STORAGE CONTAINERS

DATE													
1. Obtain magic marker													
2. Print date on box or bag													
a. Correct date													
b. Legible													
c. Appropriate size of numbers													
3. Place bags or boxes in appropriate storage area													
4. Put magic marker away													

COMMENTS:

CODED RATING SCALE
#10 = Perceives Need/Self Initiated
# 9 = Given Task/Independent Action
8 = Verbal/Physical Prompts Needed
7 = Step by Step Verbal Instructs
6 = Model Needed
5 = Manual Guidance/Partially
4 = Manual Guidance/Primarily
3 = Cooperatively Dependent
2 = Non-Complaince
1 = No Response
NA = Not Tested/Reason

APPENDIX D

CHARACTERISTICS OF A FUNCTIONAL CURRICULUM CHECKLIST

CURRICULUM AND INSTRUCTIONAL DESIGN

	OBJECTIVE #______			OBJECTIVE #______		
	YES	NO	REVISION NEEDED	YES	NO	REVISION NEEDED
I. **PHILOSOPHY: STUDENT GOALS AND OBJECTIVES MUST:**						
A. BE FUNCTIONAL						
B. BE AGE APPROPRIATE						
C. BE VALUE LINKED						
D. REFLECT TRANSITION						
E. BE COMPREHENSIVE						
F. MAXIMIZE INTEGRATION						
G. ENCOURAGE INDEPENDENCE						
II. **PROCESS: INSTRUCTIONAL METHOD MUST:**						
A. ADDRESS NORMAL TIME CONTEXTS						
B. INCLUDE DATA COLLECTION						
C. MATCH ACTIVITIES WITH STUDENT NEEDS FOR TRAINING						
D. PROVIDE FOR PARTIAL PARTICIPATION						
E. INCLUDE SMALL GROUP INSTRUCTION						
F. REQUIRE ACTIVE STUDENT RESPONDING						
G. VERIFY GENERALIZABILITY						
III. **CONTEXT: INSTRUCTION MUST:**						
A. OCCUR IN NATURAL SETTINGS						
B. BE AVAILABLE						
C. BE RELEVANT						
D. BE INTEGRATED						
E. BE SAFE, ACCESSIBLE						
F. UNIQUE TO INDIVIDUAL STUDENT NEEDS						

CURRICULUM TERMS

CHARACTERISTICS OF INSTRUCTIONAL OBJECTIVES:

Functional	- allows student to participate in community activities; frequently required in actual community environment; necessary.
Age-Appropriate	- typically performed by non-handicapped peers of same chronological age (mental age not the consideration).
Value-Linked	- based on student's preferences, wants, needs and culture; value judgments; attractive to peers and family.
Reflect Transition	- prepares student for subsequent environments; recognizes expectations, norms and rules; future-oriented.
Comprehensive	- cuts across multiple tasks, activities and settings.
Integration	- occurs in the proximity of non-handicapped peers; not physically separate.
Independence	- Autonomous; not dependent upon the guidance of others; self-sufficient.

CHARACTERISTICS OF INSTRUCTIONAL METHODS:

Normal time contexts	- scheduled to coincide with normal, daily routines; acknowledges frequency and duration of activity found in natural setting.
Data collection	- systematic documentation of progress toward objective, effect of activity on student performance and suggestions regarding improvement.
Activity/needs match	- instructional activity specifically addresses the instructional needs or deficits of each student.
Partial participation	- performs portion of task or activity in cooperation with handicapped or non-handicapped peer.
Small group instruction	- supervision and instruction delivered to group sizes which resemble those typically found in natural settings.
Active responding	- required to perform or demonstrate tasks or skills.
Generalizability	- able to perform in settings where initial training did not occur.

CHARACTERISTICS OF INSTRUCTIONAL ENVIRONMENT:

Natural setting	- occurs in the community where the student lives, works and plays.
Availability	- accessible outside of school day; recognizes student's financial and physical condition.

CHARACTERISTICS OF INSTRUCTIONAL ENVIRONMENT: (Continued)

Relevant	- useful in the student's daily routine at home, work, school, etc.
Integrated	- used by non-handicapped peers.
Unique	- provides the instructional setting that best meets the instructional needs of each student; designed or arranged individually.

APPENDIX E

STUDENT FIVE YEAR PLAN

Minneapolis Public Schools
Special Education Department
EMERSON PROGRAM

ROOSEVELT-FOLWELL-COMMUNITY SITES

Five Year Student Plan

Student Name: ______________________________
First MI Last

DOB: ______________________

Teacher's Name: 19 __ ______________________ **Location:** ____________
19 __ ______________________ ____________
19 __ ______________________ ____________
19 __ ______________________ ____________
19 __ ______________________ ____________

Five Year Plan

Student Name

Date of Birth

	Annual Plans										Projected Skill Level By Graduation 19___							
	19___		19___		19___		19___		19___		Residential			Vocational				
PERSONAL MANAGEMENT SKILLS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	DEPENDENT	SUPPORTED	INDEPENDENT	ADULT DAY PROG	WORK ACTIVITY	SHELTERED	SUPPORTED	COMPETITIVE
1. Time Management																		
1.1 Telling Time																		
1.2 Calendar																		
1.3 Time/Calendar Concepts																		
2. Money Management																		
2.1 Counting & Number Skills																		
2.2 Identifying Coins																		
2.3 Counting Coins and Making Change																		
2.4 Purchasing Items and Consumer Goods																		
2.5 Pay Checks																		
2.6 Budgeting																		
2.7 Banking																		
2.8 Payroll Deductions, Taxes and Benefits																		
3. Motor/Mobility																		
3.1 Gross Motor																		
3.2 Fine Motor																		
3.3 Traveling Within Home/School																		
3.4 Traveling Within the Community																		
4. Home Maintenance																		
4.1 Using Basic Tools and Appliance																		
4.2 Principles of Home Safety																		
4.3 Performing Maintenance Tasks																		
4.4 Organizing Living Space																		
4.5 Shopping For Household Items																		

Five Year Plan

	Annual Plans										Projected Skill Level By Graduation 19__							
	19__		19__		19__		19__		19__		Residential			Vocational				
	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	DEPENDENT	SUPPORTED	INDEPENDENT	ADULT DAY PROG	WORK ACTIVITY	SHELTERED	SUPPORTED	COMPETITIVE
5. Food Prep																		
5.1 Using Basic Tools and Appliances																		
5.2 Practices Basic Food Prep Skills																		
5.3 Cooking Simple Meals																		
5.4 Meal Planning																		
5.5 Grocery Shopping																		
5.6 Sanitation and Safety																		
5.7 Kitchen Organization																		
6. Recreation and Leisure																		
6.1 Participates in Individual Recreation Activities																		
6.2 Participates in Group Recreation Activities																		
6.3 Uses Recreation Facilities																		
6.4 Planning Extended Leisure Time/Vacation																		
7. Personal Care																		
7.1 Toileting																		
7.2 Eating																		
7.3 Dressing																		
7.4 Grooming and Hygiene																		
7.5 Health Care																		
8. Clothing																		
8.1 Selection																		
8.2 Purchasing																		
8.3 Maintenance																		

9. Civic Responsibility																		
9.1 Local Laws and Government																		
9.2 Citizenship Rights																		
SOCIAL/PERSONAL SKILLS																		
10. Awareness of Self																		
10.1 Identification																		
10.2 Personal Information																		
10.3 Human Sexuality																		
10.4 Mental Health and Emotions																		
10.5 Identifying Interests and Abilities To Set Personal Goals																		
11. Acquiring Self Confidence																		
11.1 Expressing Feelings of Worth																		
11.2 Accept and Give Praise																		
11.3 Accept and Give Criticism																		
11.4 Prevents Victimization/Shows Assertiveness																		
12. Achieving Social Responsible Behavior																		
12.1 Appropriate and Inappropriate Behavior																		
12.2 Respect For The Rights and Property of Others																		
12.3 Understanding and Identifying Roles																		
13. Communicating Adequately With Others																		
13.1 Receptive Language																		
13.2 Expressive Language																		
13.3 Body Language																		
14. Maintaining Good Interpersonal Relationships																		
14.1 Listening and Responding Appropriately																		
14.2 Appropriate Communications																		
14.3 Making and Maintaining Relationships																		
VOCATIONAL/OCCUPATIONAL																		
15. Work Skills																		
15.1 Performance Factors																		
15.2 Personal Appearance																		
15.3 Rules and Regulations																		
15.4 Personal Traits and Attitudes																		
15.5 Specific Work Skills																		
16. Job Seeking Skills																		
16.1 Recognizing Skills																		
16.2 Resume																		
16.3 Interview and Application																		
16.4 Job Seeking																		

Five Year Plan

	Annual Plans										Projected Skill Level By Graduation 19___							
	19___		19___		19___		19___		19___		Residential			Vocational				
	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROGRESS	RANK	PROG.RESS	DEPENDENT	SUPPORTED	INDEPENDENT	ADULT DAY PROG	WORK ACTIVITY	SHELTERED	SUPPORTED	COMPETITIVE
FUNCTIONAL ACADEMICS																		
17. Math Skills																		
17.1 Math Concepts																		
17.2 Numeration																		
17.3 Operations																		
17.4 Measurement																		
18. Reading Skills																		
18.1 Reading Concepts																		
18.2 Letters																		
18.3 Reading																		
18.4 Comprehension																		
19. Language Skills																		
19.1 Language Concepts																		
19.2 Handwriting																		
19.3 Grammar																		
19.4 Spelling																		
19.5 Reference																		
19.6 Basic Writing																		

COMMENTS: ____________________

APPENDIX F

TRAINING AGREEMENT

TRAINING AGREEMENT

By this agreement ______________________________ will permit
(Training Agency)

____, age ____________
(Name of Student)

to enter its establishment for the purpose of securing vocational occupational training and on-the-job experience in ______________________
(Occupation)

______________________________ ______________________________
(D.O.T. Code) (O.E. Code)

This training agreement is to serve as a guide for all cooperating parties by providing the student with opportunities for education and training in the basic skills of the occupation chosen and the technical information related to it. A systematic plan which provides for well-rounded training must be followed therefore, by a step-by-step training plan which will include a schedule of work experiences and a course of study developed from the job analysis that has been worked out and agreed upon by the employer, student and a representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer abiding by the same company policies and regulations that apply to regular employees. The student agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his/her efficiency, knowledge, and personal traits so that the student may enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing instruction, the employer agrees to pay the student for the work done while in the training program.

1. The beginning wage will be ______________________.
2. The approximate number of hours the student will work per week:
   A. Minimum ____________________ B. Maximum ______________

The training period begins the ______ day of ______, 19 __, and extends through the ______ day of ______, 19 ___.

APPENDIX G

LIST OF SELECTED SITES

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization:	Zip Sort
Address:	10 Hennepin Avenue
Zip Code:	55401
Phone Number:	341-2633
Contact Person:	Glenn Bartoo
Title:	Owner

Brief Description of Business:
Zip Sort is a business in downtown Minneapolis which sorts mail by zip code.

Examples Of Student Tasks:
- sort mail by zip code

The Student Will Interact With:
- handicapped peers
- Emerson staff
- non-handicapped adults

Special Considerations:
Students perform the same task every day. Accuracy is extremely important. The site is wheelchair accessible. A pop machine is available for students to use.

Suggested Staff-to-Student Ratio:
One staff to three students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress and groom appropriately for the site

Language/Communication: The Student Will:
- improve listening skills and following directions
- improve conversation skills in social interactions

Academic: The Student Will:
- match numbers

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance
- improve accuracy of work
- improve rate of performance

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: ABC Towels

Address: 2808 Washington Avenue North Zip Code: 55411

Phone Number:

Contact Person: Don Quinn

Title:

Brief Description of Business:
ABC Towels is a towel service located in a small warehouse in Minneapolis.

Examples Of Student Tasks:
- fold towels

The Student Will Interact With:
- handicapped peers
- Emerson staff
- non-handicapped men

Special Considerations:
ABC Towels is a good site for low functioning students. Folding towels is the one task available to Emerson students. The site is wheelchair accessible.

Suggested Staff-to-Student Ratio:
Three or four staff to five students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress and groom appropriately for the site

Language/Communication: The Student Will:
- improve conversation skills in social interactions

Academic: The Student Will:

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance
- improve rate of performance

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Sabathani Community Center

Address: 310 East 38th Street Zip Code: 55409

Phone Number: 827-5981

Contact Persons: Clarissa Walker/Charlene Gross

Title:

Brief Description of Business:
Sabathani Community Center contains a number of nonprofit organizations. Emerson students currently receive training at the food shelf and clothing distribution center.

Examples Of Student Tasks:
- sorting clothes
- stocking food on shelves
- bagging groceries

The Student Will Interact With:
- handicapped peers
- Emerson staff
- Sabathani staff
- customers

Special Considerations:
Tasks in the food shelf vary according to what food has been donated. Food shelf and clothing center are located in separate rooms.

Suggested Staff-to-Student Ratio:
One staff to two or three students in the food shelf.
One staff to three or four students in the clothing center.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress appropriately for the site
- increase his or her nutritional awareness
- identify articles of clothing

Language/Communication: The Student Will:
- increase direction following skills
- increase ability to ask for help
- improve conversation skills in social interactions

Academic: The Student Will:
- practice object discrimination
- practice counting objects
- improve reading of food related vocabulary

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance
- increase production rate
- learn light janitorial skills
- learn shelf stocking skills

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Marriott In-Flite

Address: 7300 34th Ave. Zip Code: 55420

Phone Number: 726- 1311

Contact Person: Corrme Foster - Adrienne Chivers

Title: Human Resources Director - Coordinator

Brief Description of Business:
This is an airline food and beverage assembly operation.

Examples of Student Tasks:
- bagging peanuts and almonds
- stacking and wrapping small trays
- packing cordial glasses and bagging cups

The Student Will Interact With:
- Emerson co-workers
- regular Marriott employees

Special Considerations:
No major behavioral problems

Suggested Staff-to-Student Ratio:
One-two staff to three to four students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve productivity rate
- improve grooming skills
- increase vocational knowledge

Language/Communication: The Student Will:
- ask questions about tasks if not understood
- answer questions appropriately

Academic: The Student Will:
- improve number concepts

Vocational: The Student Will:
- increase and improve general work skills
- become independent workers

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: M.T.I. (Cosmotology-janitorial)

Address: 1415 Hennepin Avenue Zip Code: 55403

Phone Number: 370-9412

Contact Persons: Ray Beckman /Linnea Lindquist

Title: Instructor

Brief Description of Business:
M.T.I. is a post-secondary vocational school. This cosmotology department provides an excellent location for the teaching of laundry and light janitorial skills.

Examples Of Student Tasks:
- wash, dry, and fold towels
- water plants
- wash mirrors

The Student Will Interact With:
- handicapped peers
- Emerson staff
- M.T.I. students
- M.T.I. staff

Special Considerations:
Given M.T.I.'s close proximity to Emerson School, it is convenient for students to walk to the site. M.T.I. has a cafeteria, restaurant, and numerous vending machines. Consequently, students have the opportunity to practice social skills and money handling skills in a restaurant setting.

Suggested Staff-to-Student Ratio:
One staff to three students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress and groom themselves appropriately
- improve their ability to use a washing machine and clothes dryer

Language/Communication: The Student Will:
- improve listening skills and carry out 1-3 step directions
- increase ability to ask for help
- improve conversation skills in social interactions

Academic: The Student Will:
- practice measuring a specified amount of soap
- increase identification of laundry related words

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance
- increase rate of performance
- learn light janitorial skills
- improve ability to perform a sequence of tasks

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MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization:	Happy Tymes Day Care
Address:	3115 East 42nd Street, Minneapolis Zip Code: 55406
Phone Number:	722-7397
Contact Person:	Mary D. Fenske
Title:	Director

Brief Description of Business:
Happy Tymes Day Care is a day care center for preschool children. It is located three blocks from Roosevelt high school.

Examples of Student Tasks:
- play with children
- help children with art projects
- help children learn preacademic skills such as colors, shapes, and counting

The Student Will Interact With:
- non-handicapped children
- Emerson staff
- day care staff
- handicapped peers

Special Considerations:
This is an excellant location to teach social interaction skills with both children and adults. The safety of the children at the daycare must be considered when assigning students to the site. Approximately half of the course is spent at school learning a child care curriculum.

Suggested Staff-to-Student Ratio:
One staff to a maximum of three students.

Examples of Goals/Objectives Which Could Be Learned At This Site:

General Living Skills: The Student Will:
- dress and groom themsleves appropriately for the site
- gain awareness of child development

Language/Communication: The Student Will:
- improve listening and direction following skills
- improve conversation skills in social interactions

Academic: The Student Will:
- reinforce previously learned preacademic skills
- read a story aloud to a child

Leisure/Recreation: The Student Will:
- interact appropriately with children in a play situation

Vocational: The Student Will:
- increase skills in working independently

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Wedge Co-Op

Address: 2105 Lyndale Avenue South Zip Code: 55405

Phone Number: 871-3993

Contact Person: Gayle Graham

Title: Coordinator

Brief Description of Business:
This community training site is located in South Minneapolis. The site is a community owned and operated retail grocery store run and managed by community volunteers. The purpose being to provide quality food products that are reasonably priced and to provide maximum nutritional benefits to the consumer. The following curriculum and student objectives are addressed at this site.

Examples of Student Tasks:
- weighing and packaging foods - pricing foods with labeling gun
- stocking produce - stocking shelves with sealed foods
- emptying trash, recycling boxes

The Student Will Interact With:
Customers, co-op personnel, Emerson staff, peers

Special Considerations:
In comparison to other food co-ops, this particular co-op has a small working space and a high traffic flow. Staff scheduling is on a rotating basis. Therefore, students will interact with a greater number of co-op personnel.

Suggested Staff to Student Ratio:
Due to the physical lay-out of the store and the possible need for complex decision-making, the staff to student ratio should be a maximum of 1 to 4. An optimal ratio would be 1 to 2.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- understand how food should be handled and stored
- increase his or her own nutritional awareness.
- gain awareness of basic consumer practices

Language/Communication: The Student Will:
- increase verbal output
- improve listening and comprehension skills

Academic: The Student Will:
- increase skills in the use of a calendar, i.e. dates
- increase math computation skills

Leisure/Recreation:

Vocational: The Student Will:
- gain skills in light janitorial maintenance
- increase on-task performance time

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Linden Hills Co-op

Address: 4306 Upton Avenue South Zip Code: 55410

Phone Number: 922-1159

Contact Person: Kathy or Deb

Title: Coordinator

Brief Description of Business:
This community training site is located in South Minneapolis. The site is a community owned and operated retail grocery store which is managed by community volunteers. The purpose being to provide quality food products that are reasonably priced and nutritionally benefical to the consumer. The following curriculum and student objectives are addressed on this site.

Examples of Student Tasks:
- weighing and packaging foods - pricing foods with labeling gun
- stocking produce - stocking shelves with sealed foods
- emptying trash, recycling boxes

The Student Will Interact With:
Customers, Co-op personnel, Emerson staff, handicapped/non-handicapped peers

Special Considerations:
Storage areas and bathrooms are not wheelchair accessible.

Suggested Staff to Student Ratio:
Due to the physical lay-out of the store and the possible need for complex decision-making, the staff to student ratio should be a maximum of 1 to 4. An optimal ratio would be 1 to 2.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills:
- understand how food should be handled and stored
- increase his or her own nutritional awareness.
- gain awareness of basic consumer practices

Language/Communication: The Student Will:
- increase verbal output
- improve listening and comprehension skills

Academic: The Student Will:
- increase skills in the use of a calendar, i.e. dates
- increase math computation skills

Leisure/Recreation:

Vocational: The Student Will:
- gain skills in light janitorial maintenance
- increase on-task performance time

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: M.T.I. (Health Care)

Address: 1415 Hennepin Avenue Zip Code: 55403

Phone Number:

Contact Person: Mary Jones

Title:

Brief Description of Business:
M.T.I. is located in central Minneapolis less than a quarter of a mile from Emerson School. M.T.I. is a post-secondary school for students needing vocational and technical skills.

This site (M.T.I.) directly serves severely handicapped students from Emerson School in their Nursing Program. Students receive direct instruction from M.T.I. nursing staff and students in health maintenance skills.

Examples of Student Tasks:
- practice first aide techniques
- gain awareness of health procedures, i.e. doctor visits
- gain awareness of safety issues, i.e. poisons and medications)

The Student Will Interact With:
Students, M.T.I. instructors, handicapped peers and Emerson Staff

Special Considerations:
Given M.T.I.'s close proximity to Emerson School, it is convenient for students to walk to the site. M.T.I. has a cafeteria, restaurant, and numerous vending machines. Students have the opportunity to practice social skills and money handling skills in a restaurant setting.

Suggested Staff to Student Ratio:
1 staff to 5 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- increase skills in basic first aide techniques, i.e. bandages
- differentiate between emergency and non-emergency situations
- increase awareness of preventative health care issues, i.e. nutrition, exercise, dental care

Language/Communication: The Student Will:
- improve skills in using the telephone for making medical appointments
- improve skills in using the telephone for emergency situations

Academic: The Student Will:
- increase recognition and comprehension of survival words

Leisure/Recreation:

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Horst Education Center

Address: 1900 LaSalle Avenue Zip Code: 55403

Phone Number: 871-8128

Contact Person: Ruth Ann Ott

Title: Director

Brief Description of Business:
Horst Educational Center is located in central Minneapolis less than a quarter mile from Emerson School. Horst is a post-secondary privately run school for beauticians. Horst School directly serves severely handicapped students from Emerson School. Emerson students receive direct instruction from professional staff and students at Horst.

Examples of Student Tasks * :
- shampooing
- skin care
- clothing: color coordination
- hair cuts
- cleaniness/hygiene

The Students Will Interact With:
Horst students/staff, non-handicapped adults, handicapped peers, Emerson staff

Special Considerations:
This site addresses mostly the higher level grooming skills.

* Tasks as listed above, are different from other sites in that students get instruction on how to groom themselves more efficiently. When practicing the various grooming "tasks", i.e. shampooing, manicure, etc., the Horst students work on a one-to-one basis with Emerson students.

Suggested Staff-to-Student Ratio:
2 staff to 6-8 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve shampooing and conditioning skills
- increase positive self image
- improve skills in performing manicures and pedicures on self
- improve skills in choosing appropriate clothing for the occasion and weather
- improve skills in caring for their skin

Language/Communication: The Student Will:
- improve expressive language skills

Academic: The Student Will:
- improve reading comprehension skills (clothing labels, skin care products)

Leisure/Recreation:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Pratt Day Care

Address: 66 Malcolm Avenue S.E. Zip Code: 55414

Phone Number: 379-0132

Contact Person: Linda Warfield

Title: Coordinator

Brief Description of Business:
Pratt is a site that provides day care service for pre-school children who are Southeast Asian and have limited English skills.

Examples of Student Tasks:
- preparation of simple meals
- tutoring
- diapering
- feeding
- light maintenance

The Student Will Interact With:
Children, parents, Day Care staff, Emerson staff and peers

Special Considerations:
In comparison to other sites, it is important that students have an awareness to other people and their needs. The relationship between the preschooler and student should be a positive experience for both.

Suggested Staff-to Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills:
- prepare simple meals, i.e. sandwiches, soups, etc.)
- use proper handwashing techniques
- become more aware of health and safety when caring for small children

Language/Communication: The Student Will:
- improve expressive language skills

Academic: The Student Will:
- increase identification of site words and objects
- improve counting skills

Leisure/Recreation:

Vocational: The Student Will:
- work cooperatively with other people
- develop appropriate work attitudes

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

rganization: Windom Day Care

ddress: 5821 Wentworth Zip Code: 55419

Phone Number: 861-4118

Contact Person: Linda Warfield

Title: Coordinator

Brief Description of Business:
Windom is a site that provides day care service for pre-school children who are Southeast Asian and have limited English skills.

Examples of Student Tasks:
- preparation of simple meals
- tutoring
- diapering
- feeding
- light maintenance

The Student Will Interact With:
Children, parents, Day Care staff, Emerson staff and peers

Special Considerations:
In comparison to other sites, it is important that students have an awareness of other people and their needs. The relationship between preschooler's and student should be a positive experience for both.

Suggested Staff-to-Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- prepare simple meals, i.e. sandwiches, soups, etc.)
- use proper handwashing techniques
- become more aware of health and safety when caring for small children

Language/Communication: The Student Will:
- improve expressive language skills

Academic: The Student Will:
- increase identification of site words and objects
- improve counting skills

Leisure/Recreation:

Vocational: The Student Will:
- work cooperatively with other people
- develop appropriate work attitudes

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Lehmann Center

Address: 1006 West Lake Street Zip Code: 55408

Phone Number: 348-2149

Contact Person: Sally Sloan

Title: Head of Instructional Computers

Brief Description of Business:

The Lehmann Center is a secondary vocational training center in South Minneapolis. At this center, severely handicapped students have access to eighteen (18) Apple II E computers. The computers provide reinforcement and supplement the curriculum with functional academic instruction.

Example of Student Tasks:

Using the computer to learn functional academics.

Students Will Interact With:

Emerson staff, handicapped peers

Special Considerations:

The Computer Center provides an excellent setting for teaching some of the most severely handicapped students. Various assistive and/or adapted devices can be utilized to help students obtain individual objectives.

Also, the Computer Center reinforces many of the skills which are taught at other sites. For example, students could receive computerized instruction (one day per week) in the area of child care and receive hands-on experience at local day care centers 3-4 days per week.

Suggestion Staff to Student Ratio:

2-3 staff to 6-8 students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills:

Language/Communiciation: The Student Will:
- increase skills in indicating a need for help.
- improve skills in following directions.

Academic: The Student Will:
- improve functional reading skills
- improve skills in telling time
- improve money counting skills
- increase skills in identifying colors
- improve skills in identifying shapes

Leisure/Recreation: The Student Will:
- increase choice of leisure time activities

Vocational: The Student Will:
- increase on-task performance

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Guthrie Theatre

Address: 725 Vineland Place Zip Code: 55403

Phone Number: 347-1100

Contact Person: Judy Gieb

Title:

Brief Description of Business:
The Guthrie Theatre is a very respectable and well known stage theatre located in central Minneapolis less than one-half mile from Emerson School. Students are taught verbal and expressive communication skills through the application of drama and role play.

Examples of Student Tasks:
- role-playing to improve communication and social skills
- handling money/making change
- light janitorial work

The Student Will Interact With:
Guthrie staff, Emerson staff, handicapped peers

Special Considerations:
This site has a large amount of expensive props and costumes. The physical space is very small and Guthrie personnel are very busy. Therefore, students with behavior problems (especially those needing time-out procedures) may not be appropriate for this site.

Suggested Staff-to-Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This site:

General Living Skills: The Student Will:
- solve problems through role playing

Language/Communication: The Student Will:
- improve expressive communication skills
- improve turn-taking skills while conversing with another person

Academic: The Student Will:

Leisure/Recreation:

Vocational: The Student Will:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Mayflower Center

Address: 106 East Diamond Lake Road Zip Code: 55419

Phone Number: 824-0761

Contact Person:

Title:

Brief Description of Business:
The Mayflower Center is located in South Minneapolis. Here Emerson students are taught home cooking and safety skills.

Examples of Student Tasks:
- prepare meals/snacks
- use a variety of cooking tools
- clean preparation area
- return equipment

The Student Will Interact With:
Emerson staff, handicapped peers

Special Considerations:
There is a lot of room to handle all types of students. A piano is accessible for staff to utilize.

Suggested Staff-to-Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This site:

General Living Skills: The Student Will:
- practice cooking and safety skills

Language/Communication:

Academic: The Student Will:
- practice reading directions
- improve functional word usage

Leisure/Recreation: The Student Will:
- increase leisure time choices

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Value Village

Address: 6412 Penn Avenue South Zip Code: 55423

Phone Number: 866-3633

Contact Person: Erin

Title:

Brief Description of Business:
Value Village is a retail store which specializes in selling used clothing, books, furniture, appliances and other miscellaneous items. It is operated and owned by ARC of Minneapolis. Value Village is located in Richfield approximately 4 blocks south of the crosstown freeway on Penn Avenue.

Examples of Student Tasks:
- fastening (buttons, zippers, etc.)
- vacuuming, Labeling, Stocking, Sizing

The Student Will Interact With:
Emerson staff, handicapped, and non-handicapped peers, Value Village staff

Special Considerations:
Because this site is a retail business, students have a maximum amount of contact with the general public. The physical lay-out of the store facilitates a variety of student work stations. For example, students may work in the back room on such tasks as sorting or light janitorial work. Students may also work in the retail area on such tasks as matching, stocking, or straighting.

Suggested Staff to Student Ratio:
1 staff to 4 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve skills in identifying clothing for various occasions
- improve skills in fastening (buttons, zippers, laces)
- improve light janitorial skills in dusting, vacuuming, sweeping

Language/Communication: The Student Will:

Academic: The Student Will:
- improve skills in sorting and matching
- improve math computation skills
- improve skills in reading clothing labels.

Leisure/Recreation:

Vocational: The Student Will:
- increase on-task performance time
- increase skills in working independently

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Powderhorn Park + North Commons Park

Address: East 34th Street & 15th Avenue South Zip Code: 55407

Phone Number: 729-4860

Contact Person: Phil

Title: Park Maintenance Manager

Brief Description of Business:
Powderhorn Park is a recreational center run by the Minneapolis Park Board. Here students are taught light janitorial and home maintenance skills.

Examples of Student Tasks:
- dishwashing
- sweeping
- mopping
- cleaning glass
- waxing/buffing
- vacuuming
- mopping
- dusting
- cleaning bathrooms

The Student Will Interact With:
Powderhorn staff, Emerson staff and handicapped peers.

Special Considerations:
This site has limited contact with the public because of the time of day that the students are at the park. There is an opportunity for students to experience both indoor and outdoor work activities.

Suggested Staff-to-Students Ratio:
2-3 staff to 6-8 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve receptive language skills.
- improve skills in following directions

Academic:

Leisure/Recreation: The Student Will:
- participate in various recreational activities, i.e. basketball, ice skating

Vocational: The Student Will:
- improve janitorial skills

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: YMCA (Aerobics)

Address: 3335 Blaisdell Avenue South Zip Code: 55408

Phone Number: 827-5401

Contact Person: Tom Rohn

Title:

Brief Description of Business:
The Blaisdell YMCA is located in South Minneapolis less than two (2) miles from Emerson School. Students are part of a community aerobics class designed to encourage and develop physical conditioning.

Examples of Students Tasks:
- body awareness
- relaxation techniques
- calisthenics
- showering
- pressing

The Students Will Interact With:
Non-handicapped peers and adults, handicapped peers, Emerson staff, YMCA staff

Special Considerations:
This is an excellent site for students to practice their self care skills because they will have access to the locker room facilities. When scheduling, adequate time shold be allowed to insure proper instruction in dressing, showering, etc.

Suggested Staff to Student Ratio:
2 staff to 6-8 students.
Note: The number of female and male staff will vary depending on the number of male and female students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve skills in following directions
- improve showering skills
- increase positive self image
- improve hair care skills

Language/Communication:

Academic:

Leisure/Recreation: The Student Will:
- increase skills in body awareness
- improve skills in balance and coordination
- increase choices of leisure time activities
- increase strength and endurance

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Camp Indian Chief

Address: Zip Code:

Phone Number: 934-2771

Contact Person:

Title:

Brief Description of Business:
This site is located in Eden Prairie approximately 2 miles west of Freeway 494 and Baker Road. It is a recreational site owned and operated by the ARC of Hennepin County. At this site, students are instructed in outdoor/indoor recreational skills.

Examples of Student Tasks:
- cooking simple meals
- skiing
- hiking
- table games

The Student Will Interact With:
Handicapped peers, Emerson staff

Special Considerations:
This site encompasses a large amount of space and variety of seasonal activities may be scheduled. A cabin is used for shelter which provides a very relaxing environment.

Suggested Staff-to Student Ratio:
2-3 staff to 6-8 students
(This site can accomodate more than one group)

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- become more familiar with a variety of food and kitchen appliances
- practice kitchen safety

Language/Communication: The Student Will:
- practice asking permission
- improve initiating efficient responses

Academic:

Leisure/Recreation: The Student Will:
- improve awareness of table games
- improve own physical fitness

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Special Education Restaurant

Address: 254 Upton Avenue South Zip Code: 55405

Phone Number: 627-3080

Contact Person: Carol Graham

Title: Supervisor

Brief Description of Business:
The Service Center is located in North Minneapolis and is run by the Minneapolis Public Schools. At this site, Emerson students learn the aspects of running a restaurant.

Examples of Student Tasks:
- tablesetting
- food storage
- sandwich making
- Diswashing
- Operating Cash Register
- Operating Food Processor

The Student Will Interact With:
Staff, peers

Special Considerations:
Students with diverse needs may be accomodated because of the physical location (minimal car traffic), the kitchen area (adequate space and partitions), and the type of clientele served. The appliances and kitchen lay-out are adapted for non-ambulatory and ambulatory students.

Suggested Staff-to-Students Ratio:
Maximum: 2 staff to 6 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve comparative shopping skills
- practice using kitchen tools safely
- follow simple recipes
- improve dishwashing/drying skills
- improve personal hygiene

Language/Communication: The Student Will:
- improve expressive language skills
- improve turn-taking skills

Academic: The Student Will:
- increase counting skills
- increase identification of food related words
- improve money handling skills

Leisure/Recreation:

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: North Country Co-op

Address: 2002 Riverside Avenue Zip Code: 55454

Phone Number: 338-3110

Contact Person: Carla, Hillary

Title: Coordinator

Brief Description of Business:
This community training site is located in South Minneapolis. The site is a community owned and operated retail grocery store which is managed by community volunteers. The purpose being to provide quality food products that are reasonably priced and of nutritional benefit to the consumer. The following curriculum and student objectives are addressed on this site.

Examples of Student Tasks:
- weighing and packaging foods - pricing foods with labeling gun
- stocking produce - stocking shelves with sealed foods
- emptying trash, recycling boxes

The Student Will Interact With:
Customers, Co-op personnel, Emerson staff, handicapped/non-handicapped peers

Special Considerations:
Storage areas and bathrooms are not wheelchair accessible.

Suggested Staff to Student Ratio:
Due to the physical lay-out of the store and the possible need for complex decision-making, the staff to student ratio should be a maximum of 1 to 4. An optimal ratio would be 1 to 2.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills:
- understand how food should be handled and stored
- increase his or her own nutritional awareness.
- gain awareness of basic consumer practices

Language/Communication: The Student Will:
- increase verbal output
- improve listening and comprehension skills

Academic: The Student Will:
- increase skills in the use of a calendar, i.e. dates
- increase math computation skills

Leisure/Recreation:

Vocational: The Student Will:
- gain skills in light janitorial maintenance
- increase on-task performance time

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Agri-Business Center

Address: 4717 Dowling Street South Zip Code: 55406

Phone Number: 721-5118

Contact Person: Norm

Title: Teacher

Brief Description of Business:
This site is affiliated with Dowling School for the multiply-handicapped. The grounds and building are beautiful and spacious.

Examples of Student Tasks:
- planting
- weeding gardens
- pruning trees
- general lawn maintenance

The Student Will Interact With:
Non-handicapped and handicapped peers, Emerson and Dowling staff

Special Considerations:
This site has room for a lot of creativity in the horticulture area. For example, students can take cuttings off plants. They can root, plant, water and care for their individual plants.

Suggested Staff-to-Student Ratio:
2-3 staff to 6-8 students
(can accomodate more than one group)

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve washing hands and cleaning fingernails
- practice following directions

Language/Communication: The Student Will:
- practice listening skills and following through with directions
- practice verbally expressing his/herself

Academic: The Student Will:
- improve telling time to the 1/2 hour
- work on the concept of the calendar year (planning use of time)

Leisure/Recreation:

Vocational: The Student Will:
- extend attention span
- increase independence in working

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: M.T.I. (Computers)

Address: 1415 Hennepin Avenue (Room 240) Zip Code: 55403

Phone Number: 370-9447

Contact Person: Donald Schwart

Title: Head of Instructional Computers

Brief Description of Business:
M.T.I. is located in central Minneapolis less than a quarter of a mile from Emerson School. M.T.I. is a post-secondary school for students needing vocational and technical skills. At this center, students have access to eleven Apple II e computers.

Examples of Student Tasks:
Using the computer to learn functional academics.

Student Will Interact With:
Emerson staff, handicapped peers

Special Considerations:
The Computer Center provides an excellent setting for teaching some of the most severely handicapped students. Various assistive and/or adapted devices can be utilized to help students obtain individual objectives.

Also, the Computer Center reinforces many of the skills which are taught at other sites. For example, students could receive computerized instruction (one day per week) in the area of child care and receive hands-on experience at local day care centers 3-4 days per week.

Suggestion Staff to Student Ratio:
2-3 staff to 6-8 students.

Examples of Goals/Objectives Which Could Be Addressed At This Site:
General Living Skills:

Language/Communiciation: The Student Will:
- increase skills in indicating a need for help.
- improve skills in following directions.

Academic: The Student Will:
- improve functional reading skills
- improve skills in telling time
- improve money counting skills
- increase skills in identifying colors
- improve skills in identifying shapes

Leisure/Recreation: The Student Will:
- increase choice of leisure time activities

Vocational: The Student Will:
- increase on-task performance

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Putt Putt Golf

Address: 3118 West Lake Street Zip Code: 55117

Phone Number: 721-3341

Contact Person: Ray Truelson

Title: Owner

Brief Description of Business:
This site is located at the west end of Lake Street. There are two courses which would facilitate two or three class groupings:

Examples of Student Tasks:
- request equipment
- play miniature golf
- keep score
- return equipment

The Student Will Interact With:
Emerson staff, non-handicapped older people, handicapped, non-handicapped peers

Special Considerations:
The course is not easily or fully accessible. There are a few stairs to get onto the course, and not all individual courses are accessible.

Suggested Staff-to-Student Ratio:
One staff to four students

Examples of Goals/Objectives Which Could Be Addressed At This site:

General Living Skills: The Student Will:
- choose appropriate clothing to wear for a leisure time activity.

Language/Communication: The Student Will:
- improve conversational skills in a social setting.

Academic: The Student Will:
- improve math computation skills

Leisure/Recreation: The Student Will:
- increase awareness of leisure time choices
- improve eye/hand coordination
- imcrease turn-taking skills

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Elliot Park + Logan Park + White Park

Address: 1000 East 14th Street Zip Code: 55404

Phone Number: 338-5134

Contact Person: Mary Schmaltz

Title: Coordinator

Brief Description of Business:
Elliot Park has recently been remodeled to be totally wheelchair accessible including doors, kitchen area and recreational areas. It is a lovely setting and has many options.

Examples of Student Tasks:
- cooking meals and snacks
- arts and crafts
- basketball
- rollerskating

The Students Will Interact With:
Park staff, non-handicapped adults/peers,, Emerson staff and handicapped peers.

Special Considerations:
This is one of the few sites that is TOTALLY wheelchair accessible. The park has a variety of programs for the general public which are accessible to the handicapped.

Suggested Staff-to-Student Ratio:
2-3 staff to 6-8 students
This site can accomodate more than one student group.

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- practice using simple recipes
- improve safety techniques

Language/Communication: The Student Will:
- practice expressing needs
- improve expressive language

Academic: The Student Will:
- Improve shape, color and object discrimination

Leisure/Recreation: The Student Will:
- increase awareness of a variety of individual and team sports
- practice leisure time craft skills

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Rolling Soles (Roller Skating)

Address: 1700 West Lake Street Zip Code: 55408

Phone Number: 823-5711

Contact Person: Scott Sansby

Title: Manager

Brief Description of Business:
This site is located on West Lake Street in close proximity to Lake Calhoun and Lake of the Isles. Roller Skates are the only type of recreational equipment which can be rented.

Examples of Student Tasks:
- requesting appropriate skate size
- lacing and tying
- roller skating

The Students Will Interact With:
Emerson Staff, handicapped and non-handicapped peers, non-handicapped older people.

Special Considerations:
The physical space of the rental office is very small. Therefore, staff should plan to have a maximum of 4 students in the office at one time and exit as soon as they have secured their skates. Due to the heavy traffic flow, it is advisable that the students carry their skates over to the skating paths near the lakes rather than putting the skates on at the rental office. Staff should remind students to bring their own socks.

Suggested Staff-to-Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- choose appropriate clothing to wear for a leisure time activity.

Language/Communication: The Student Will:
- improve skills in expressing his/her own needs.

Academic: The Student Will:

Leisure/Recreation: The Student Will:
- increase balance and coordination skills
- increase awareness of leisure time choices
- increase awaeness of his/her own body in relation to other people and things.

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Minneapolis Zip Sort Corporation

Address: 10 Hennepin Avenue, Mpls., MN Zip Code: 55401

Phone Number: 341-2633

Contact Person: Glenn Bartoo

Title: President

Brief Description of Business:
This community training site is located in downtown Minneapolis. This is a regular work site where our students can be trained for a specific skill and job. The zip sort corporation presorts first class mail for large corporations (see brochure).

Examples of Student Tasks:
- packaging
- sorting mail by zip code

The Students Will Interact With:
- nonhandicapped adults, Emerson staff, zip sort staff
- handicapped peers

Special Considerations:
Tasks involve levels of sorting--1 number, 2 numbers, etc.

Suggested Staff-to-Student Ratio:
Two staff to 5-6 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress appropriately for the given work site.

Language/Communication: The Student Will:
- improve listening skills and carrying out 2-3 step directives

Academic: The Student Will:
- practice object discrimination

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance time
- increase production rate
- learn to use a time clock

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Community Emergency Services

Address: 1900 11th Avenue South Zip Code

Phone Number: 870-1125

Contact Person: Fred Anderson

Title: Coordinator

Brief Description of Business:
Community Emergency Service is a drop in neighborhood center. It delivers many services to the surrounding community.

Examples of Student Tasks:
The students from Emerson deal primarily with stocking and general maintenance of the Food Shelf service that they run. We also have at our disposal a bike repair shop, a large stage drama and the possibility of helping with the congregate dining program they run.

The Students Will Interact With:
Non-handicapped adults, site staff, Emerson staff and handicapped peers.

Special Consideration:
This site is a great opportunity for students to initially learn or to transfer some of the previously learned skills to another site. The stocking, food handling, and rotating skills for example, are practiced at other sites (i.e. co-ops, and restaurants).

Suggested Staff-to-Student Ratio:
One to two staff to 3-6 students.

Examples of Goals/Objectives That Could be Addressed At This Site:

General Living Skills: The Student Will:
- understand how food should be handled and stored
- improve skills in following directions

Language/Communication: The Student Will:
- increase verbal output
- improve listening and comprehension skills

Academic: The Student Will:
- increase skills in the use of a calendar, i.e. dates
- increase math computation skills

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- gain skills in light janitorial maintenance
- increase on-task performance time

Organization: Diamond Lake Bowl

Address: 5959 Nicollet Avenue Zip Code: 55419

Phone Number: 869-2475

Contact Person: Randy or Dave

Title: Manager

Brief Description of Business:
Diamond Lake Bowl is located in South Minneapolis close to 35W & 59th Street. A computerized scoring system is utilized at this site. (See special considerations.)

Examples of Student Tasks:
- bowl
- use vending machines
- score keeping

The Student Will Interact With:
Non-handicapped peers and adults, handicapped peers and Emerson and Diamond Lake Staff.

Special Considerations:
Bowling ramps are available for student in wheelchairs. Although this bowling alley utilizes a computerized scoring system, staff may bring their own score sheets for students who have objectives in math computation.

Suggested Staff-to-Student Ratio:
2-3 staff to 6-8 students
(3 to 4 student groups could be accomodated at one time)

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- improve skills in locating public restrooms

Language/Communication: The Student Will:
- improve conversational skills

Academic: The Student Will:
- increase math computational skills
- improve money counting skills

Leisure/Recreation: The Student Will:
- increase awareness of leisure time choices
- gain understanding of team concept
- improve eye/hand coordination

Vocational:

MINNEAPOLIS PUBLIC SCHOOLS
Emerson School

Organization: Opportunity Workshop

Address: 5500 Opportunity Court, Minnetonka Zip Code: 55343

Phone Number: 938-5511

Contact Person:

Title:

Brief Description of Business:
This community training site is located in Minnetonka. This site is a workshop setting and the purpose is to practice general workskills and attitudes.

Examples of Student Tasks:
- assembly (packaging matches)
- sorting
- use of one-handed stapler
- conveyer belt production

The Student Will Interact With:
- handicapped peers/adults
- non-handicapped adults, Emerson staff

Special Considerations:
Tasks change every 3 days to 2 weeks. One task is worked on all day for 3 days to 2 weeks.

Suggested Staff-to Student Ratio:
2 staff to 5-6 students

Examples of Goals/Objectives Which Could Be Addressed At This Site:

General Living Skills: The Student Will:
- dress appropriately for the given work site.

Language/Communication: The Student Will:
- improve listening skills and carrying out 2-3 step directives

Academic: The Student Will:
- practice object discrimination

Leisure/Recreation: The Student Will:

Vocational: The Student Will:
- improve on-task performance time
- increase production rate
- learn to use a time clock

Organization: Eitel Hospital

Address: 1375 Willow Avenue South Zip Code: 55403

Phone Number: 870-1122

Contact Person:

Title:

Brief Description of Business:
Eitel Hospital is located across the street from Emerson School. It is primarily a training site for developing communication and socialization skills.

Examples of Student Tasks:
- selling newspapers to patients
- handling money/making change
- light janitorial work

The Student Will Interact With:
Hospital staff, general public, hospital patients, Emerson staff and peers.

Special Considerations:
Because of direct contact with patients, student should follow hospital policies with little or no direction, i.e. quiet zone

Suggested Staff-to-Student Ratio:
One staff to three students

Examples of Goals/Objectives Which Could Be Addressed At This site:

General Living Skills: The Student Will:
- increase skills in finding his/her own way around a building
- improve hygiene

Language/Communication: The Student Will:
- improve expressive language skills
- improve turn-taking skills in conversations

Academic: The Student Will:
- improve skills in making change
- improve printing skills
- increase skills in identifying numbers
- improve skills in telling time

Leisure/Recreation:

Vocational: The Student Will:
- develop problem-solving skills associated with the given job

APPENDIX H

CURRICULUM DOMAINS

CURRICULUM DOMAINS

Domains

Personal Management Skills

1.	Time Management	includes skills needed to manage a daily weekly/monthly routine.
2.	Money Management	includes all skills that deal with money matters.
3.	Motor/Mobility	includes the range of movement from gross motor to bus mobility.
4.	Home Maintenance	includes the range of skills involved in a living situation.
5.	Food Prep	includes skills needed for the range of meal planning.
6.	Recreation & Leisure	includes skills from individual to group to extended leisure time.
7.	Personal Care	includes body and health maintenance.
8.	Clothing	includes skills to purchase and maintain clothing.
9.	Civic Responsibilities	includes skills involved in rights and responsibilities involved in being a citizen.

Personal/Social Skills

10.	Awareness of Self	involves skills ranging from identifying body parts to identifying personal strengths and weaknesses.
11.	Acquiring Self Confidence	involved skills in dealing with criticism and becoming assertive.
12.	Achieving Socially Responsible Behavior	includes skills dealing with your behavior with others.
13.	Communicating Adequately With Others	includes the range of communication skills.
14.	Maintaining Good Interpersonal Relationships	includes skills for appropriate communication with others and forming relationships.

Vocational/Occupational Skills

15.	Work Skills	include foundation skills all the way to specific work skills.
16.	Job Seeking Skills	include skills necessary to land a job.

Functional Academics

17.	Basic Math	include the range from number concepts to measurement.
18.	Basic Reading	includes concepts to comprehension.
19.	Basic Language	includes language concepts to functional writing skills.